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ABSTRACT

This volume provides an extensive compendium of information about the changes occurring in higher education that are expanding the opportunities through which individuals can learn and gain recognition for that learning. The first section of the report is concerned with programs that were operational by fall 1972 while the second section focuses on activities still in a proposal or planning stage. The third major section describes the studies and investigations that have occurred and reports that have been prepared to undergird the development of new programs. (Author/HS)

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INCREASING THE OPTIONS

recent developments in college and university degree programs

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John R. Valley
Office of new degree programs
College Entrance Examination Board • Educational Testing Service

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CONTENTS

Preface	2
Introduction	5
Section I: New Programs	7
Section II: Proposals	19
Section III: Major Studies, Investigations, and Reports	29
Section IV: Related and Supporting Services	45

PREFACE

This work was undertaken to update two informal reports by the author issued in 1971—*An Inventory of External Degree Programs and Proposals* (March 3, 1971) and a *Supplement* (May 7, 1971). The inventories have been very popular, particularly among those responsible for designing or planning new programs, but the information included between their covers was quickly outdated. (The very nature of proposals suggests that something may happen or that a change is in the wind.) Since 1971, the high level of interest in non-traditional study in higher education has spurred several thousand requests for a more current report. Moreover, the uses being made of the information suggested that a more formal report would be in order. Our response to these pressures is the present report.

The title of the earlier reports contained the term "external degree," but this one does not. The reasons are not complex. The educational community has not reached a consensus on the meaning or even the desirability of a term like external degree. While some American educators have used it, others talk of the open university, the extended university, off-campus degrees, non-traditional degrees, universities without walls, campus-free colleges, and so on. There may be purists who will argue that we should have recognized the differences among these terms and the programs they stand for. For those interested in a broader prospective, however, it seemed advisable not to try to refine the matter at this time. Therefore, the title refers to recent developments in degree programs in general.

Readers of this report should not expect comprehensive coverage of all new degree programs. The programs, proposals, studies, and services cited in these pages are those that have come to the attention of the author in conjunction with two activities sponsored jointly by the College Entrance Examination Board and Educational Testing Service (ETS)—the Commission on Non-Traditional Study (see entry 27 in Section III of this report) and the Office of New Degree Programs (see entry 25 in Section IV). A recent survey conducted for ETS on behalf of the Commission indicates that there are 1,000 to 1,400 non-traditional programs in institutions of higher education, and that most of these are two years old or less. Because of the sheer volume of new developments, a decision had to be made whether to hold up production of this report as additional developments came to our attention or to go ahead. To make the report as current as possible, we decided to go ahead although we recognized that we would be omitting many activities equally exciting, worthwhile, and interesting as those in the report.

Some readers will probably be disappointed that certain recent developments have not been emphasized or even mentioned. For example, the report does not cover time-shortened degree developments such as three-year baccalaureate programs. Further, it does not include those degree developments whose major focus

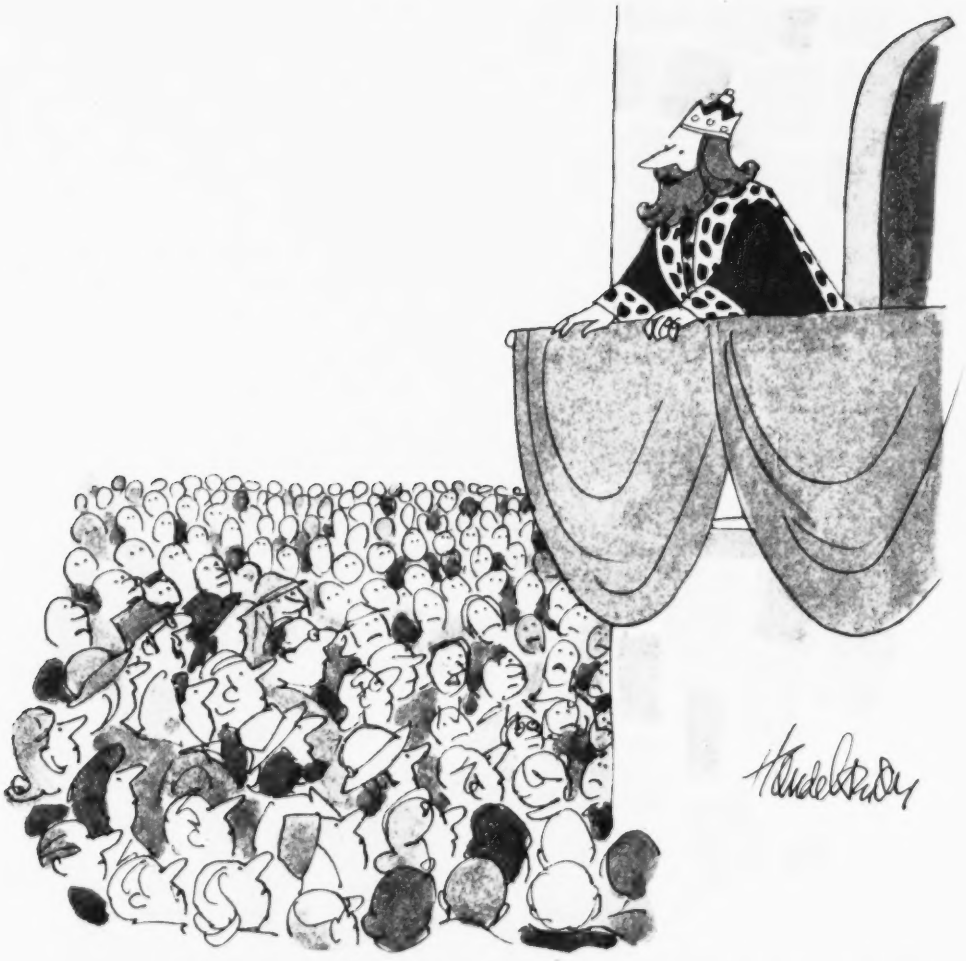
has been on reorganization of course content or new curricular alignments, new combinations and mixtures of disciplines. Even those developments that are included here are not covered exhaustively. Because certain developments have occurred in essentially the same form in many locations, the author elected not to try to cite each example but to provide an illustration. Thus, while the concept of contracting between students and institutions to establish degree requirements could be illustrated by countless examples, the following pages include only a few.

The focus of this report is largely on developments in the United States. The author admits to a lack of comprehensive information about developments elsewhere. Britain's Open University is included almost in self-defense. This development has attracted such attention and probably has, in its own way, been so influential on thinking in this country that one could not avoid including it here. There are also a few references to developments in Canada.

There should be some explanation of "recent" as used in the title. The cut-off point for inclusion is roughly after 1969. But the author has deliberately not tried to be too precise on this matter. After all, when did the British Open University really originate? When it enrolled its first student in 1971? Or were its origins in the White Paper of February 1966 entitled "A University of the Air"? The desire to emphasize recent developments took precedence over including some earlier developments that a more encompassing report would cover because of their importance. For this reason the special adult degree programs pioneered by institutions like Goddard College, Brooklyn College, or the University of Oklahoma have been left out.

The Office of New Degree Programs will continue to welcome information about developments, plans, proposals, studies, and new ideas in this area. We will continue to seek ways to share this information with those who are interested.

John R. Valley
Princeton, New Jersey
September 1972



"It is my wish that this be the most educated country in the world, and toward that end I hereby ordain that each and every one of my people be given a diploma."

Drawing by Handelsman; © 1972 The New Yorker Magazine, Inc.

INTRODUCTION

The report is divided into four sections. Within each section, the entries based on developments in a particular geographical location appear by state, followed by developments that are national in scope.

Section I, New Programs, contains entries for activities that are under way. A program is included in this section if it appeared that the sponsoring institution's commitment to go ahead was strong enough that a prospective student, if qualified, could count on entering the program.

Section II, Proposals, contains entries that differ radically in their potential. Some are ideas of individuals with no organized institutional support. Others are at the beginning of what will probably be a long and tortuous road toward implementation.

Section III, Major Studies, Investigations, and Reports, is limited to those groups, investigations, or consultants whose focus, within higher education, largely concerns recent developments in degree programs. Some of these studies contain pilot programs that, except for their experimental status, might have been included in Section I.

Section IV, Related and Supporting Services, identifies those services—old and new—that may be essential to, or have developed as a byproduct of, new degree programs.

Each section is preceded by a table of contents that lists the entries in the sequence in which they appear. In general, programs or proposals are identified by the institution with which they are related.

In addition, each section is preceded by a two-way table classifying each entry by important features of the development *and* by its geographical location. Thus, if one were looking for new programs in New Jersey making use of credit-by-examination, the table on page 8 would identify entries 14 (Thomas A. Edison College) and 16 (Undergraduate Urban Fellows Program) as being of interest.

SECTION I

NEW PROGRAMS

NEW PROGRAMS

Entries Categorized by Location and Important Features

	New Student Audience	New Instructional Techniques	Off-Campus Setting	Credit-by-Examination	Credit for Work/Experience	Graduate-Level Work
CALIFORNIA	1	2	1, 2			2
COLORADO		3	3			3
FLORIDA		4	4, 5 6, 7	5	5	4, 6 7
ILLINOIS	8					
MAINE			9			
MASSACHUSETTS		10				
MICHIGAN	11	11	11	11	11	11
MINNESOTA	12	12	12	12	12	12
NEW JERSEY	14, 15	13, 16	14, 15	14, 16	13, 14 16	
NEW YORK	18, 20	19	17, 18 19	18, 20	18, 19 20	
UTAH		21	21			
VERMONT	22		22		22	
NATIONAL	23, 25 26	23, 24 26, 28	23, 24 25, 26 27, 28	25, 26	25 26 28	26, 27

TABLE OF CONTENTS

SECTION I

NEW PROGRAMS

Entry	Location	Page
1. Chico State College Regional Campus Project	California	10
2. Stanford Instructional Television Network	California	10
3. Project SURGE	Colorado	10
4. Florida Institute of Technology-RCA	Florida	10
5. Florida State University System External Degree Program	Florida	11
6. Walden University	Florida	11
7. Nova University	Florida	11
8. Spoon River College	Illinois	11
9. Westbrook College Plan	Maine	11
10. Worcester Polytechnic Institute	Massachusetts	12
11. Central Michigan University	Michigan	12
12. Minnesota Metropolitan State College	Minnesota	12
13. The Contract Program of Bloomfield College	New Jersey	12
14. Thomas A. Edison College	New Jersey	13
15. New Jersey Prison Program	New Jersey	13
16. Undergraduate Urban Fellows Program	New Jersey	13
17. University College of Syracuse University	New York	13
18. New York Regents External Degree Program	New York	14
19. Empire State College	New York	14
20. Borough of Manhattan Community College	New York	14
21. Brigham Young University	Utah	15
22. Vermont Regional Community College Commission	Vermont	15
23. The Open University	Great Britain	15
24. Campus-Free College		15
25. Community College of the Air Force		16
26. National Urban Studies Program		16
27. The Union Graduate School		16
28. The University Without Walls		17

NEW PROGRAMS

1. Chico State College Regional Campus Project — California

This project, looking to the development of a regional campus, will have four phases: (1) Assessment of external degree needs, (2) Assessment of institutional resources and capabilities, (3) Planning specific external degree programs, (4) Implementing external degree programs. The project joins Chico State College and six community colleges in a cooperative activity. Community colleges would be expected to offer lower division courses, classrooms, counseling, libraries, and media services. Chico State College would provide instruction for upper division degree requirements. Programs will be devised so that adults pursuing degrees will be able to continue their normal occupations. The project is to be conducted from September 1971 through August 31, 1976.

During 1972, a Bachelor of Arts in Public Administration program has been implemented in three regional community college campuses. Baccalaureate degree programs have also been under development in Business Administration, Child Development, Social Science, and Social Welfare on a single community college campus.

For further information: Ralph D. Mills, Associate Vice President for Academic Affairs, Chico State College, Chico, California 95926 (916) 345-6120

2. Stanford Instructional Television Network — California

In 1969, a four-channel Instructional Television Fixed Service (ITFS) network began transmitting graduate engineering courses from Stanford University to students in locations in San Francisco and the Emeryville—Berkeley areas. The receiving units are located in classroom facilities provided by business and industrial organizations participating in the program. The broadcasts originate in Stanford University classrooms especially equipped for this purpose, not in a television studio.

In the receiving classrooms, students may talk to their remote instructor via FM radio; their questions or comments are simultaneously heard in the transmitting classroom as well as in all remote locations.

If a student is not available for the regular instructional period, lessons may be videotaped at the remote locations for playback. Tapes are routinely erased within two weeks of the end of the quarter. Courier service for class notes, assignments, and examinations is available daily.

Students are enrolled through the Honors Cooperation Program, which allows and encourages students to earn master's degrees by taking two courses per quarter for eight consecutive quarters. Students can work toward a doctorate, but a year in full-time residence devoted to the dissertation is required.

Organizations that belong to the network share in the capital cost of the facility, and these payments may be spread over a period of years. In addition they incur expense for equipping their receiving classrooms. They also require a student enrollment charge not to exceed 1/15 of the total quarterly tuition charge for full-time students; and a matching fee goes to the academic department in which the student is registered. Finally, there is a television surcharge of $20 per unit added to the tuition matching fee payment.

For further information: Mr. Kenneth S. Down, Administrative Manager, Stanford Instructional Television Network, 401 Durand Building, Stanford, California 94305 (415) 321-2300

3. Project SURGE — Colorado

Project SURGE permits employees of participating companies to take graduate-level engineering courses that constitute a degree program from Colorado State University. The first MS degree was granted in 1970 to a student who took all of his courses through SURGE. Courses offered in the project originate in classrooms on the Colorado State University campus. Videotapes are made and transported via courier to various plant or business locations.

In 1971, courses were provided to 14 companies participating in SURGE; 63 courses were offered to more than 500 students earning over 3,000 quarter credits. The cost per credit hour for off-campus instruction is approximately one-half that of campus instruction. Students in project SURGE pay regular tuition.

See: Maxwell, L. M., & Lord, W. Effects of educational television on higher education in the State of Colorado. IEEE *Transactions on Education*, 1971, E-14 (1), 1-6.

4. Florida Institute of Technology-RCA — Florida

Master of Science degrees in physics, mathematics, and electrical engineering are offered by Florida Institute of Technology in cooperation with RCA Professional Educational Services on a nonresidential basis. Audio-videotapes, study guides, textbooks, and quizzes relating to regular courses offered by Florida Institute of Technology are available at plant locations. An employee can complete 24 quarter hours of credit per year; the full program for the degree can be completed in five years.

For further information: Dr. Jerome P. Keuper, President, Florida Institute of Technology, Melbourne, Florida 32901 (305) 723-3701

5. Florida State University System External Degree Program — Florida

In February 1972, the Florida Board of Regents approved the State University System External Degree program, which will be administered by Florida International University. Initially, baccalaureate degrees will be offered in the following areas: Social Science, Humanities, General Business Studies, and Health Sciences and Social Services. Florida residents who have completed two years of higher education or its equivalent will be eligible to participate.

The External Degree program, which is for nonresident students, became operational in 1972. Students will be able to use the facilities of existing public and private campuses as well as other educational resources. The program centers on an Educational Contract Plan. After a review of the individual's past educational experience, the student and the University enter into a contract that delineates his degree program requirements and how these will be met. To complete his degree requirements, a student may study independently, study at Florida International University, study at other units in the State University System, or study at other institutions. Students entering the program take examinations available through the College-Level Examination Program.

For further information: Jules O. Pagano, Director, External Degree Program, Florida International University, Tamiami Trail, Miami, Florida 33144 (305) 223-2300

6. Walden University — Florida

Walden University began operations in Naples, Florida, in 1971 with 140 students. It is incorporated under the laws of the State of Florida as a proprietary institution with authority to grant doctoral degrees in education. In addition to one month of summer residence, the student must have completed at least 60 credit hours beyond the baccalaureate and a dissertation or project for the degree. Twenty-four of the 60 credits must have been earned at Walden University. The program is open to individuals with a master's degree plus nine credits, or the equivalent, and three years of experience in education or allied fields. Life experience credits may be offered.

For further information: Bernard L. Turner, President, Walden University, 1191 Eighth Street, South, Naples, Florida 33940 (813) 642-7277

7. Nova University — Florida

A three-year program leading to the degree of Doctor of Education is offered by Nova University to individuals who have

- a school administration license
- a master's degree from an accredited institution
- current employment in a school administrative or supervisory capacity
- appropriate letters of recommendation

In each of the first two years there is a one-week symposium held on the Nova Campus in Fort Lauderdale, Florida. Successful candidates must study in eight fields of competence, normally completing requirements in three areas in each of the first two years and two areas plus a dissertation in the third year. The Nova cluster concept permits students to study at home utilizing special study guides. Once a month a Nova University faculty member meets with the students in local groups or clusters. Nova clusters are located in four locations in Florida and in California, Connecticut, Georgia, New York, Pennsylvania, and Texas. Additional clusters will be organized upon student demand.

See: Nova University. *ed.d.: how to earn your doctorate without giving up living*. Fort Lauderdale, Florida: Nova University, 1972 (8 pp.).

8. Spoon River College — Illinois

In 1970, Spoon River College was authorized to award an Associate Degree in Liberal Studies by the Illinois Junior College Board and the Board of Higher Education. The program, intended for students 25 years or older, concerns study in the humanities, social and physical sciences, fine arts, and applied sciences. After initial counseling and placement, the student proceeds at his own speed via independent study. Advisors are available to students to offer guidance and help the student determine his readiness for examination. An eight-week seminar consisting of two-hour weekly sessions concludes the program. Students may enroll at any time. Depending on whether the student has received credits for previous learning, completion might take between two semesters and three years.

For further information: Dr. John R. Berdrow, Dean of Evening Division and Community Services, Spoon River College, 102 East Elm Street, Canton, Illinois 61520 (309) 647-4645

9. Westbrook College Plan — Maine

The Westbrook College Plan, first offered by Westbrook College in 1970, essentially reverses the traditional residential requirement sequence in a degree program. Instead of spending their last year in residence, candidates for the baccalaureate degree must arrange to complete requirements elsewhere. After finishing Westbrook College's Associate Degree Program, the student confers with staff members of the College to work out a

plan for earning the baccalaureate. When the student provides evidence of having completed this plan, Westbrook College awards the degree.

For further information: Richard F. Bond, Dean of the College, Westbrook College, Portland, Maine 04103 (207) 797-7261

10. Worcester Polytechnic Institute — Massachusetts

In May 1972, the National Science Foundation announced its support of the implementation of a plan at Worcester Polytechnic Institute (WPI) based on a demonstration of competence by the student. The project is being directed by Dr. William R. Grogan, Dean of Undergraduate Programs at WPI.

Student competence is to be demonstrated in two independent study projects and via a comprehensive evaluation. One project is to be in the student's major field, the other relates the student's major to a societal problem. The projects may be carried out on campus or at internship centers in governmental agencies, industrial corporations, and private laboratories. For the comprehensive evaluation, the student will be assigned a problem to investigate for approximately a week. Then he reports to the faculty on his method of attack and his analysis of, and answer to, the problem.

It is expected that the entire student body will be in the program by September 1976.

See: National Science Foundation news release, May 18, 1972, Washington, D.C.

11. Central Michigan University — Michigan

The Institute for Personal and Career Development at Central Michigan University provides educational experiences ranging from individual credit or noncredit courses to undergraduate and graduate degree programs. Bachelor of Arts or Bachelor of Science degrees—including three options of Community Development, Management and Supervision, and Public Administration—and a Bachelor of Individualized Studies are offered at the undergraduate level. In a Master of Arts program, concentrations are available in Community Leadership, Management and Supervision, and Public Administration.

Working from an individually designed program of study, the student has the following instructional formats at his disposal to fulfill degree requirements:

- Classes and seminars scheduled to minimize conflicts with time schedules of students
- Correspondence courses (credits applicable to baccalaureate-level degrees only)
- Credit-by-examination
- Credit for developmental experience—(career or life experiences and training experiences)
- Independent study
- Readings
- Self-study utilizing learning resources such as cassettes, programmed instruction, film strips, videotapes

The undergraduate degree programs consist of 124 semester hours, of which 34 hours must be earned at the Institute. The master's degree program is a 30 semester hour program of which 15 must be earned at the Institute.

See: Central Michigan University. *Institute for personal and career development.* Mt. Pleasant, Michigan: Central Michigan University, undated (16 pp.).

12. Minnesota Metropolitan State College — Minnesota

Minnesota Metropolitan State College (MMSC) is an upper division and first graduate degree institution that was established in June 1971. Admission to degree candidacy is open to individuals with two years of college or its equivalent. The institution has no campus. It makes use of existing physical facilities as well as the instructional resources of agencies in the community at large. Degree requirements are developed by contract with each student.

The educational offering includes:

1. A liberal and professional baccalaureate with concentrations in such fields as allied health, engineering and industrial technology, public and private administration
2. A traditional liberal arts degree as a foundation for those going into advanced professional studies or for on-the-job training
3. A professional postbaccalaureate at the master's level

For further information: President David E. Sweet, Minnesota Metropolitan State College, St. Paul Coordinating Center, 421 North Wabasha Street, St. Paul, Minnesota 55102 (612) 296-3875

13. The Contract Program of Bloomfield College — New Jersey

The Contract Program, initiated in the fall of 1971, provides the opportunity for the student and the college to cooperatively develop a degree plan tailored to the student's particular interests and educational objectives. It is possible under the program, subject to approval of the contract by the Interdisciplinary Major Committee, for a student to earn a degree without a prescribed period of residence. The program also accepts work, service, and volunteer experience toward degree requirements.

See: *The bulletin, Bloomfield College catalog 1971-72.* Bloomfield, New Jersey: Bloomfield College, p. 29.

14. Thomas A. Edison College — New Jersey

In December 1971, the New Jersey Board of Higher Education approved the establishment of Thomas A. Edison College, an institution that will offer no instruction but will prepare and administer examinations for college credit; establish degree programs based on previous college credit, successfully completed examinations, and nonresidential learning experiences; and establish and operate a clearinghouse of independent study opportunities. Examinations for college credit will be offered as early as October 1972. The program will be developed in a cooperative interstate arrangement with the New York Regents External Degree Program. It will administer New York's College Proficiency Examination Program and will work cooperatively with the College-Level Examination Program.

For further information: John J. McGarraghy, Assistant Director, Thomas A. Edison College, New Jersey Department of Higher Education, P. O. Box 1293, Trenton, New Jersey 08625 (609) 292-5877

15. New Jersey Prison Program — New Jersey

Cooperative arrangements have been developed between New Jersey penal institutions and junior and four-year colleges in the state which enable prisoners to pursue associate and baccalaureate degree programs. The program is funded by the New Jersey Rehabilitation Commission and the Department of Higher Education. Among the institutions involved in the program are Mercer County Community College, Burlington County Community College, Stockton State College, and Somerset County Community College. In 1971, in one college alone 270 men were pursuing associate degree program courses.

For further information: Contact the individual colleges or Mr. Robert Hatrak, Acting Director of Individual Treatment, Trenton State Prison, Trenton, New Jersey 08625 (609) 695-6281.

See: Greenfield, R. K. The college goes to prison. *Junior College Journal*, 1972, 42 (7), 17-20.

16. Undergraduate Urban Fellows Program — New Jersey

Initially funded by the New Jersey State Department of Education's Urban Education Corps and operated by the New Jersey Education Consortium, Inc., the Urban Fellows Program is an undergraduate leadership development program designed to recruit, select, counsel, and offer talented and productive individuals access to a wide range of individualized undergraduate learning situations, credentialing options, and resources.

Through the Consortium, Urban Fellows have the base, time, and resources necessary to design and implement individualized educational programs drawing upon the instruction and program resources of a wide range of colleges.

The Urban Fellows Program began in 1970 with 10 participants enrolled in Newark State College. Since then, Montclair State College, Livingston College of Rutgers University, Middlesex County College, and University College of Rutgers University have enrolled Urban Fellows with a number of other New Jersey colleges expressing interest in and negotiating with Urban Fellows.

Utilizing a "contract" approach toward undergraduate education, the individual first works to define his or her learning and credentialing needs and then collaborates with other Urban Fellows and staff in locating and utilizing the most appropriate resources. It is possible to attract diverse educational resources in a coordinated, individualized, and highly effective way through the Consortium, which is a nonprofit education corporation.

Under the contract approach, Urban Fellows negotiate programs and specific relationships with participating colleges involving elements of the following:

- Definition of group and individual learning experiences, on or off campus
- Various seminars, coursework, tutorials, and so on
- Credit-by-examinations such as the CLEP and others
- Credit for learning gained through prior life and work experience
- Creditable internships and independent and small group-study activities built into work situations
- The use of regular and adjunct faculty members
- Other learning and crediting methodologies mutually agreeable to the college(s) and the individual(s)

Urban Fellows are successful to the degree they assume responsibility for planning, negotiating, and implementing educational and credentialing approaches with individual colleges. This assumption of responsibility for their own education, combined with a collaborative, or shared-authority approach toward learning, is perhaps the primary reason the Urban Fellows have been effective in meeting their own educational needs while at the same time helping to create new educational options on the undergraduate level with a number of institutions.

For further information: John B. Williams, Director, New Jersey Education Consortium, Inc., U. S. Route 130 and Hickory Corner Road, Hightstown, New Jersey 08520 (609) 443-1100

17. University College of Syracuse University — New York

In 1966, Syracuse University initiated an independent study program leading to a Bachelor of Arts in Liberal Studies. In June of 1972, a parallel program leading to a

Bachelor of Science in Business Administration was implemented. The new program features a minimum of residential on-campus study: 24 days annually, of which 18 are in a summer seminar. The Bachelor of Science in Business Administration program will provide an opportunity for people to combine study in liberal arts with professional education in business administration. Four areas of concentration in business will be offered, of which the student may elect three.

See: *Syracuse University independent study 1972*. Syracuse, New York: Syracuse University, 1972 (24 pp.).

18. New York Regents External Degree Program — New York

The New York State Education Department was the recipient of an $800,000 grant from the Carnegie Corporation of New York and the Ford Foundation to support the development of a New York Regents External Degree Program. The program will provide opportunities for individuals to qualify for a Regents degree on the basis of oral and written examinations. The Regents will also accept courses completed at accredited colleges and correspondence work completed via the United States Armed Forces Institute toward its requirements. Examinations available through the New York College Proficiency Examination Program and the College-Level Examination Program can be used to meet all the associate degree requirements and many of the baccalaureate degree requirements. Special oral, written, and performance examinations will be given when standard proficiency tests are inappropriate.

The first degree will be an Associate in Arts offered in 1972. Plans have been announced to offer a Bachelor of Business in 1973 and an Associate in Applied Science in Nursing in 1974. The degree will be awarded by the Board of Regents of the University of the State of New York. Students enrolling for a Regents degree will pay a fee of $25 plus fees for each examination they take. They need not be residents of New York State.

For further information: David J. Nolan, Director, Division of Independent Study, State Education Department, 99 Washington Avenue, Room 1924, Albany, New York 12210 (518) 474-3703

19. Empire State College — New York

Empire State College, headquartered at Saratoga Springs, New York, is a unit within the State University of New York. The College offers degrees at the associate and baccalaureate level on the basis of programs in which there are no fixed residential requirements. The College will establish and operate eight learning centers throughout the state of New York. Learning centers will catalog resources available in the region and arrange for the use of museums, industries, and state and community agencies for learning opportunities. As of January 1971, learning centers had been established in Albany, New York City, and Rochester and 300 students had been enrolled. New students enter the program each month. Learning contracts developed between the student and a college mentor will constitute the degree plan for the student and the basis on which the ultimate award of the degree will be made. Students' learning will be based on three modes:

(1) *The Discipline Mode*—knowledge pursued through courses
(2) *The Problem Mode*—concentration of study on a major social issue
(3) *The Experience Mode*—learning achieved apart from the resources offered directly by the college through such means as job or volunteer activities involving the use of museums, libraries, schools, industry or business, participating in cultural events, correspondence courses, individual study, research, workshops, travel, and closed-circuit television.

See: *Empire State College bulletin* 1971-72. Saratoga Springs, New York: Empire State College (52 pp.).

Empire State College interim report 1971-72. Saratoga Springs, New York: Empire State College (22 pp. plus appendixes).

20. Borough of Manhattan Community College — New York

The Comprehensive Associate Degree Program (CADP) is expected to become operational at Borough of Manhattan Community College in the fall semester of 1972. Eligibility for CADP is limited to individuals 21 years of age or older and individuals with three or more years of appropriate full-time work experience.

To meet degree requirements, CADP provides the following options:

- College courses at Borough of Manhattan Community College . . . . . minimum 15 credits
- Transfer credits from other institutions . . . . . maximum 30 credits
- Correspondence study through State University of New York . . maximum 15 credits
- Directed study (under faculty supervision) . . . . . maximum 9 credits
- Credit-by-examination (College-Level Examination Program or College Proficiency Examination Program) . . . . . maximum 30 credits
- Work experience, research, community service, or other educational experience . . . . . maximum 10 credits

Thirty credits of the total degree requirements must be earned in college courses, correspondence study, or directed study.

See: *An approach to non-traditional study: The comprehensive associate degree program.* New York: Borough of Manhattan Community College, Office of Continuing Education, undated (mimeographed, 6 pp.).

21. Brigham Young University — Utah

In February 1971, Brigham Young University launched a new baccalaureate degree program for adults with approximately 25 students in the charter class. The program provides for an introductory foundations course and seminar and four major areas of independent study leading to three-week residential seminars. These are followed by a period in which the student prepares a project and participates in a summer seminar. Scores on the General Examinations of the College-Level Examination Program are used to assess the knowledge and background of individuals upon entrance and to help plan their specific programs. While credit is not awarded on the basis of the examinations, the test results do influence the nature of the program developed for the student. Some study-area waivers are allowed if CLEP scores support advanced standing.

For further information: Bachelor of Independent Studies, Division of Continuing Education, 222 Herald R. Clark Building, Brigham Young University, Provo, Utah 84601 (801) 374-1211

A second program at Brigham Young, consisting of 65 credit hours of home-study courses and five one- and two-week vacation seminars, leads to an Associate of Science degree in Law Enforcement. The curriculum is organized into five blocks consisting of four to six courses, which the students complete at their own pace. Students may waive required courses on the basis of training and experience. However, since 65 hours of credit are required, elective courses are substituted for waived courses.

See: Brigham Young University. *Associate degree in law enforcement.* Provo, Utah: Brigham Young University, Department of Home Study, undated (8 pp.).

22. Vermont Regional Community College Commission — Vermont

The Vermont Regional Community College Commission (VRCCC) was created by a governor's executive order in August 1970 to oversee the preplanning phase of an Office of Economic Opportunity (OEO) grant to establish a demonstration model community college. The demonstration model project is concerned with off-campus programs focused on the community and directed toward academic, skill, and professional training. A second purpose of the project is to train state level personnel in the coordination of education and career programs for the disadvantaged.

In July 1971, OEO funded the Commission for an additional two years. During this period, the project's objectives included but were not limited to the following:

- To extend the areas of the state where instruction will be made available
- To serve at least 2,000 students by the second year, including 1,000 economically disadvantaged
- To expand the number of courses
- To seek and obtain accreditation for the award of an associate degree
- To seek permanent affiliation with the Vermont State College Board

Plans call for the approval of associate degree programs in secretarial skills, child development, counseling, public administration, teacher education, drug rehabilitation, general studies, and health.

The VRCCC has local centers in about 12 locations throughout the state. It is also prepared to meet the student needs for instruction other than at established centers.

For further information: Peter P. Smith, Director, Vermont Regional Community College Commission, Inc., Post Office Box 81, Montpelier, Vermont 05602 (802) 828-2401

23. The Open University — Great Britain

The British Open University began instruction in January 1971 with an initial enrollment of 25,000. The instructional program makes use of television and radio broadcasts, correspondence, one-week summer schools, 250 local study centers, home study, science kits, personal tutoring, terminals for hands-on work with computers, end-of-course examinations, and multiple-choice, computer-graded tests for continuing assessment of course work.

Enrollment is generally on a first-come-first-served basis. There is a 40-week academic year running from January to December with a summer break. The academic program consists of four general foundation courses of which the student must complete two before going on to advanced level courses. Six courses are required for an ordinary degree and eight for a more specialized degree.

For further information: The Secretary, The Open University, Walton, Bletchley, Buckinghamshire, England

24. Campus-Free College

Campus-Free College, (CFC), headquartered in Arlington, Massachusetts, was incorporated in 1971 as a non-

profit educational institution in the District of Columbia. Degree-granting authority is being sought from the D. C. Board of Education. Students of CFC work under the direction of Program Advisors (people who may be regular faculty members of colleges and universities, established professionals, individuals employed by research institutes, and so on). The student and a Program Advisor work out a plan of study that will lead to the educational objectives of the student. The student then arranges to obtain the instructional resources needed in whatever way he can – for example, by taking college courses or correspondence courses or by tutoring, independent study, or internship.

See: *The Journal of Campus-Free College*. Arlington, Massachusetts: Campus-Free College, issues 2-8, 1971 and issues 9-10, 1972.

Note: The mailing address for Campus-Free College as of July 1972 was 466 Commonwealth Avenue, Boston, Massachusetts 02215.

25. Community College of the Air Force

The founding of the Community College of the Air Force at Randolph Air Force Base, Texas, with Colonel John H. Phipps as president was announced in April 1972. The responsibilities of this institution will include the following:

Accreditation of Air Force education and training by external accrediting agencies
Formation of a consortium of Air Force education and training schools
Recognition of Air Force education and training by professional, industrial, and governmental organizations having licensing, certifying, and standard-setting authority
Development of standards for granting Air Force certificates and diplomas
Operation of a central transcript service
Distribution of catalogs of programs available at Air Force and cooperating schools
Provision of Air Force training program material for use by civilian schools
Development of programs of instruction to facilitate transition from Air Force to civilian status

A major contribution of CCAF will be development and issuance of transcripts of in-service education and training in forms acceptable to civilian institutions.

See: Air Force college is opened in Texas; full credit sought. *New York Times*, April 17, 1972.

26. National Urban Studies Program

Since 1969, through the National Urban Studies Program of U. S. Department of Housing and Urban Development (HUD), a number of undergraduate and graduate degree programs have been established by colleges and universities in which the important, if not central, concept has been that of bringing the university to the student. The programs* established to meet the needs of federal, state, and local agencies for well-prepared professionals and paraprofessionals are also open to individuals who are not government employees. The array of techniques, methods, and approaches utilized in the programs encouraged by HUD is substantial and includes various combinations of the following: instruction brought to the student at his place of employment, intensive one-week courses or other special schedules to accommodate students' circumstances, curriculums pragmatically directed to needs of students and agencies, equivalency examinations, credit for work experience, complete reciprocity on recognition of credits by institutions in the system, intensive and regularly maintained counseling, work-study programs, tutorials, programmed learning, teleteaching, special audiovisual materials, work release for study, adjunct faculty, team teaching, visiting professors. It is expected that in 1972 about 12,000 students enrolled in the program will be studying in the United States and throughout the world. Among the institutions involved in the program have been the University of Tulsa, Southern Illinois University (Edwardsville), University of Oklahoma, University of Detroit, Shaw College at Detroit, The University of Northern Colorado, and Central Michigan University.

See: Wachs, M. W. Taking the university to the student. In C. Davis (Ed.) *The 1000-mile campus: The California State University and Colleges*. Los Angeles: Office of the Chancellor, California State University and Colleges, 5670 Wilshire Blvd. April 1972. Pp. 37-39 and 74.

27. The Union Graduate School

The Union Graduate School (UGS), sponsored by the Union for Experimenting Colleges and Universities, provides an opportunity for graduate students to pursue degrees to the doctoral level without being confined to the educational resources of a single institution. The degree in this instance is awarded by the Union Graduate School. Students are admitted to the UGS and are provided with guidance and advice in planning a degree program to suit their needs. There is an initial required residential colloquium of four-weeks' duration. Further

*"University Without Walls" appears quite frequently in informational materials provided by HUD. The reader will need to differentiate the HUD program from that sponsored by the Union For Experimenting Colleges and Universities (see page 17).

study is done independently in courses and seminars at any institution in the world. A project demonstrating evidence of high achievement is also required. Degree candidates are expected to participate in at least one internship.

For further information: Union Graduate School, Union for Experimenting Colleges and Universities, Antioch College, Yellow Springs, Ohio 45387

28. The University Without Walls

The University Without Walls (UWW) is the title of a general project of the Union for Experimenting Colleges and Universities. It is being implemented in various ways on the campuses of the 20 institutions that are participating in the program. The UWW involves students in a planned and continuing relationship with a residential college or university. However, for the students who elect to participate, the path to a degree is not by means of courses completed in standard instructional modes. Students, faculty, and administrators participate in the design of programs that may involve a mix of regular courses, research assistantships, internships, field experiences, independent study, projects, telelectures, videotapes, programmed learning, and travel. There are no fixed time limits or curriculums for the attainment of a degree. The programs seek a broad age range of students (16 to 60 plus). Adjunct faculty are used. Each student must produce a research paper, a work of art, a book, a publishable article, or some other major contribution. The degree will be awarded by the sponsoring institution or by the Union for Experimenting Colleges and Universities in cooperation with the sponsoring institution.

Institutions taking part in the program are Antioch College, Bard College, Chicago State University, Friends World College, Goddard College, Howard University, Loretto Heights College, University of Massachusetts School of Education, University of Minnesota, Morgan State College, New College at Sarasota, New York University, Northeastern Illinois State University, Roger Williams College, Skidmore College, Shaw University, University of South Carolina, Staten Island Community College, Stephens College, Westminster College (Missouri).

See: Union for Experimenting Colleges and Universities. *University without walls: A first report.* Yellow Springs, Ohio: Antioch College, 1972 (48 pp.).

Note: At the time entry 28 above was prepared, the report referenced above was not available. An earlier document, *University Without Walls, A Summary Statement*, dated July 1971 and issued by the Union For Experimenting Colleges and Universities served as the basis for the entry.

SECTION II

PROPOSALS

PROPOSALS

Entries Categorized by Location and Important Features

	New Student Audience	New Instructional Techniques	Off-Campus Setting	Credit-by-Examination	Credit for Work/Experience	Graduate-Level Work	Interinstitutional Cooperation
CALIFORNIA	3	1	1, 2, 3		2, 3	2, 3	
DIST. OF COLUMBIA	5	5		4, 5	5	4	
FLORIDA		6		6		6	
HAWAII		7	7	7	7		
INDIANA		8		8			
ILLINOIS	9	9, 10	10	10			10
IOWA		11		11			11
MAINE	12	12					
MASSACHUSETTS	13					13	
MICHIGAN	14	14		14			
NEBRASKA	15	15		15	15		
NEW YORK	16, 17			16	16, 17		
PENNSYLVANIA	18	19		18	18	18	
WISCONSIN	21	20, 21	20	21			
NATIONAL		22, 23 25, 27 28, 29	22, 25 28	22, 23 24, 26 27, 30			22, 25 28

TABLE OF CONTENTS

SECTION II

PROPOSALS

Entry	Location	Page
1. Television University of the Air	California	22
2. Policy Analysis Graduate Program at Rand Corporation	California	22
3. University of Southern California	California	22
4. American University	District of Columbia	22
5. Federal City College	District of Columbia	22
6. The National University	Florida	23
7. University of Hawaii Proposal	Hawaii	23
8. Associate Degree Via Independent Study	Indiana	23
9. Roosevelt University External Degree	Illinois	24
10. Cooperative University of the State of Illinois	Illinois	24
11. Iowa Task Force for Non-Traditional Degree Programs	Iowa	24
12. University of Maine-Orono	Maine	24
13. Arthur D. Little, Inc. Degree Programs	Massachusetts	25
14. University Center for Adult Education	Michigan	25
15. State University of Nebraska (SUN)	Nebraska	25
16. External Degree for Licensed Trade Teachers	New York	25
17. Combined Apprentice-Associate Degree Program	New York	25
18. The Pennsylvania State University	Pennsylvania	26
19. 21st Century Experimental College	Pennsylvania	26
20. Dominican College External Degree Program	Wisconsin	26
21. Wisconsin's Open Education System	Wisconsin	26
22. Arbolino-Valley Proposal for a National University		27
23. Pifer's Call for External Degree Experimentation		27
24. National Baccalaureate Examinations		27
25. Lutheran Church in America Proposal		27
26. Spurr's Proposals		27
27. A Proposal for University Colleges		27
28. A University of North America		28
29. The Video University		28
30. The International University		28

PROPOSALS

1. Television University of the Air — California

In 1971, a proposal was prepared for internal consideration at the College of San Mateo that called for a one-million-watt color TV broadcasting facility devoted entirely to college-level courses to be established in the San Francisco-Oakland-San Jose area. Students would enroll in the college of their choice but they would be required to take a predetermined number of courses via television. The University of the Air would be accredited, so that courses offered through its facilities would be accepted by all institutions of higher education. The proposal included projections of course enrollment.

The proposal represents the personal views of the author, Dr. Wiens, who is the Director, College of the Air, College of San Mateo, and they are not necessarily the views of the College.

For further information: Dr. Jacob H. Wiens, 130 Crest Road, Woodside, California 94002 (415) 574-6202

2. Policy Analysis Graduate Program at Rand Corporation — California

The Rand Corporation is interested in developing an experimental prototype that could lead to the establishment by Rand of a graduate program in policy analysis. In the in-house experimental program, Rand staff members would be both students and faculty. The curriculum would have three parts and would be offered for nine academic quarters of ten weeks each. Part 1 would consist of on-the-job-training (ongoing Rand research projects). Part 2 would be a seminar of ongoing and completed Rand studies. Part 3 would be two core courses, one in concepts and theory and the other in tools and techniques of policy analysis. After the experience with the experimental program, the decision would be made whether to expand the program and open it to qualified people outside Rand. Apparently a question that also needs to be resolved is whether the graduate degree program should be developed within Rand itself or in collaboration with an academic institution.

See: Wolf, C. Jr. Policy sciences and policy research organization. *Policy Sciences*, 1971, 2, (1), 1-6.

3. University of Southern California — California

In August 1972, The National Science Foundation announced a grant of $99,525 to the University of Southern California's School of Engineering to

- develop experimental television courses designed for refresher and retraining purposes
- plan an experimental program to award master's degree equivalency certificates in engineering to students taught off-campus via instructional television

Industrial firms and governmental organizations in the Los Angeles area will participate in the program with classrooms located in their facilities. The instructional program will originate in studio classrooms in the Norman Topping Instructional Television Center on the USC campus. A four-channel transmission system and four studio classrooms will permit the offering of four different courses each hour. Provision has been made for two-way audiocommunication by students in remote classrooms and the Center's instructors. The project is under the direction of Dr. Jack Munushian, Professor of Electrical Engineering, School of Engineering, USC.

See: *National Science Foundation News*, August 16, 1972, Washington, D. C. (mimeographed, 3 pp.).

4. American University — District of Columbia

The College Competency Degree proposal developed by Samuel M. Burt, Special Assistant to the Dean, and Herbert E. Striner, Dean, College of Continuing Education, American University, calls for special programs at the associate-degree level. The new degree would make use of credit-by-examination particularly through CLEP and independent study courses prepared by the American Schools, Future Resources Development, or other agencies. Programs have been designed for an Associate Degree in General Studies—Social Science option, Associate Degree in General Studies—Administration of Justice option, and an Associate Degree in Technology of Management. It is also planned to expand the program to provide degree programs at the baccalaureate level in which 90 percent of the requirements could be completed by independent study and credit for experience. Special graduate degree programs at the master's and doctoral level are envisioned. In the latter programs heavy use would be made of intensive schedules of regular classes on weekends.

For further information: Samuel M. Burt, Special Assistant to the Dean, College of Continuing Education, The American University, Washington, D.C. 20016 (202) 686-2518

5. Federal City College — District of Columbia

A proposal written in 1971 called for three new degrees to be awarded by Federal City College to candidates recommended by the Dean of the School of Community Education: Associate of Arts in Community Education, Bachelor of Arts in Community Education, and Master of Arts in Urban Adult Education. The undergraduate program would be given priority for development. The program is specifically designed to serve disadvantaged minorities and returning Vietnam veterans.

Individual learning programs leading to degrees would be established to suit the career and vocational aspirations of the individual. No fixed time limits for the completion of the degree would be set. Up to one-

half of the requirements could be met by work or related experience credits. The remaining one-half of the requirements would be completed via formal courses; departmental, end-of-course, and comprehensive examinations; correspondence; agency training programs; and external examinations. The programs could also involve internships, apprenticeships, research assistantships, field study, independent study, tutorials, the use of adjunct faculty, and concentrated instructional periods (such as week-long seminars).

The programs would be administered by the National Center for the Study of Adults, a nonprofit adult educational service organization incorporated in the District of Columbia.

In addition to the above, the School of Community Education already offers an Environmental Studies Program in cooperation with the District of Columbia Department of Environmental Services. The program, funded under the Emergency Employment Act, offers courses in facilities provided by the Department of Environmental Services and leads to an Associate of Arts in Community Education—Environmental Studies.

For further information: Dr. Joseph C. Paige, Dean (202) 727-2113, and Dr. Harold Lippman, Acting Director for External Degree Programs (202) 727-2117, School of Community Education, Federal City College, 1424 K Street, N.W., Washington, D.C. 20001

6. The National University — Florida

Hugh F. McKean, Chancellor, Rollins College, secured a charter for the National University from the State of Florida in 1970. The corporation is chartered for educational, charitable, and philanthropic purposes, not for profit. When it becomes operational, the new university will assist those who wish to learn at the college level and grant degrees to those whose college-level achievements have been demonstrated by examinations. The National University will award Associate in Arts, Bachelor of Arts, Bachelor of Arts with Honors, and Master of Arts degrees. Awards will be based on examinations already available through national testing programs sponsored by the College Entrance Examination Board or Educational Testing Service and new examinations prepared by national testing organizations.

National University will operate a Learning Center that will offer advisory, counseling, and guidance services. It will prepare and distribute learning materials and self-study courses using videotapes and audiotapes. Candidate fees for services are expected to support the operation once the University is established. It will become operational when funds are available. Present trustees are: Grayson L. Kirk, President Emeritus, Columbia University; Alden K. Sibley, Executive Assistant to the Chairman of the Board, U. S. Plywood-Champion Papers, Inc.; Henry Heald, former president of Illinois Institute of Technology, New York University, and the Ford Foundation; Douglas Knight, former president of Lawrence College and of Duke University, presently Vice President for Educational Development, Radio Corporation of America; J. Ollie Edmunds, former president of Stetson University and of the Association of American Colleges, presently Chancellor of Stetson University; Hugh F. McKean, Chancellor and Chairman of the Board, Rollins College.

For further information: Dr. Hugh McKean, Chancellor, Rollins College, Winter Park, Florida 32789

7. University of Hawaii Proposal — Hawaii

In October 1971, President Harlan Cleveland called for the development of a new degree program to combine aspects of open-university and external-degree concepts. He envisioned a program that would incorporate the following features: It would not be campus-based, it would utilize self-study and educational TV, and there would be no required courses; credit by examination and credit for work experience would be possible; a number of degree options would be available; and the Hilo campus as well as community colleges would be asked to participate.

By February 1972, a preliminary proposal had been drafted that supported the development of an Open-Campus Program. The proposal recommends that a program of systematic research be undertaken during the period July 1972 through January 1973. The major areas identified for further study are:

- Market Survey and Performance Comparison
- Curricula and Program Analysis
- Finances
- Articulation within the University System

In April 1972, the Hawaii State Legislature mandated that the University establish research and development capabilities for the open-university program on a statewide basis with emphasis upon increasing educational and degree options for those unable to take advantage of existing University programs. The research and development phase of the project began July 1, 1972.

For further information: Dr. Stuart M. Brown Jr., Vice President for Academic Affairs, University of Hawaii, Honolulu, Hawaii 96822. Cable Address: UNIHAW

8. Associate Degree Via Independent Study — Indiana

Henry A. Bern, Associate Dean, Division of Continuing Education, Indiana University, advocated the development of an associate-degree program with no specific residence period that would involve correspondence and summer study, use intensive periods of on-campus instruction, develop and encourage the use of technology for the delivery of instruction, and use tests and

other measures for granting credit for self-study or job-related learning.

In 1969, Bern developed a proposal at Indiana University for an Associate Degree Via Independent Study (ADVIS) that incorporated many of these ideas.

See: Bern, H. A. Open then a door. *Phi Delta Kappan*, February 1970, 323-325.

9. Roosevelt University External Degree — Illinois

The College of Continuing Education, Roosevelt University, has for the past five years offered a Bachelor of General Studies degree to adults in the Chicago area. The B.G.S. program relies heavily on placement and proficiency examinations as well as specially designed courses to accelerate the progress of qualified adults toward their bachelor's degrees. The College is now proposing an expansion of the concept of the B.G.S. degree to make it available to adults whose responsibilities make it impossible for them to attend classes on a regular schedule. The expanded concept would allow students to choose their own modes of study and learning. Some students might decide to complete their degree requirements totally outside the physical structure of the University; others might decide to complete all or most of their studies in regularly scheduled University courses. Students will be encouraged to communicate with faculty in ways that match their particular circumstances. For some this may be through intensive, short-term sessions in residence. For others it may mean telephone tutorials. And for still others this may mean nothing more innovative than the written word.

This integrated concept of the external degree program and proposals that have flowed from it was developed by Acting Dean of the College of Continuing Education, James C. Hall, and his staff, using the insights provided by the former Dean, Dr. George Dillavou, who is currently Dean, University Extension, University of Rhode Island, in Providence.

For further information: Acting Dean James C. Hall, College of Continuing Education, Roosevelt University, 430 South Michigan Avenue, Chicago, Illinois 60605 (312) 341-3860

10. Cooperative University of the State of Illinois — Illinois

The University of Illinois Trustees proposed the establishment of a Cooperative University of the State of Illinois (CUSI), a separate institution with its own governing board and administrative staff and a core of permanent faculty members. The Cooperative University would use existing educational institutions and facilities in Illinois on a contractual basis. Its program would be directed to those who find it difficult to attend a conventional college or university. British Open University, The University Without Walls, Empire State College, and the New York Regents External Degree were among the suggestions offered for consideration for the design of this new institution.

See: *University of Illinois commentary on master plan phase III, initial draft issued by the staff of the board of higher education*, February 1971, Urbana, Illinois: University of Illinois, April 21, 1971 (89 pp.).

Note: See also entry 6 in Section III of this report.

11. Iowa Task Force for Non-Traditional Degree Programs — Iowa

Early in 1972, the State Coordinating Committee for Continuing Education in Iowa appointed a Task Force to study the possibility of developing a statewide non-traditional degree program. The Task Force of about 18 members represents all segments of post-high-school education in Iowa: Regents universities, private colleges and universities, and area community colleges.

The Task Force is attempting to develop a statewide program that makes use of the learning resources available throughout the state in the various higher educational institutions that wish to participate in the program. All instruction or supervision of non-traditional learning experiences will be performed by faculty members from the participating institutions.

Although the program is still in the developmental stages, it is aimed at serving students who are unable to engage in full-time residential study. Both traditional and non-traditional experiences can be incorporated into the student program. All forms of non-traditional learning experiences will be employed in student program development, including credit by examination or special assessment for past learning experiences, independent study, special experiences of a practicum nature, courses by television and radio, and so on, as well as the more traditional course offerings at times and places convenient for the students.

It is anticipated that both the Associate of Liberal Studies degree and Bachelor of Liberal Studies degree will be awarded by a central office (tentatively called Iowa Commonwealth College), the staff of which consists mostly of advisors, program developers, assessment specialists, and personnel to maintain student records.

For further information: Dr. Thomas E. Hannum, Chairman, Task Force on Non-Traditional Degree Programs, c/o Department of Psychology, Old Botany Hall, Iowa State University, Ames, Iowa 50010

12. University of Maine-Orono — Maine

In 1970, a proposal was prepared for internal consideration at the University of Maine-Orono that called for the establishment of a Bachelor of Liberal Studies

degree directed to adults. A special curriculum would be devised. The program would make use of direct reading, independent study, correspondence, summer seminars, and telephone conferences of students and teachers. The program has been approved by the faculty of the College of Arts and Sciences and is currently under consideration by the central administration. It will be implemented when funding is obtained. The present outlook is uncertain, but fall 1973 seems to be the earliest possible date.

For further information: James M. Clark, Vice President for Academic Affairs, University of Maine-Orono, Orono, Maine 04473 (207) 581-7462

13. Arthur D. Little, Inc. Degree Programs — Massachusetts

Arthur D. Little, Inc. has applied for authorization from the State of Massachusetts to award degrees at the baccalaureate or higher level to foreign students in its special program in business management. The instructional program is residential and is conducted at the Arthur D. Little Management Education Institute in Cambridge, Massachusetts.

See: Education Commission of the States. *Higher education in the states*. Denver, Colorado: Education Commission of the States, August 1971, p. 105.

14. University Center for Adult Education — Michigan

A proposal prepared in 1970 at The University Center for Adult Education advocated the establishment of a Bachelor of Human Services degree including short residential instruction periods, guided home study, programmed learning, tape-recorded learning materials, field projects, and credit-by-examination. The program, intended for adult students who are already functioning as paraprofessionals, would emphasize such professional areas as education, health services, law enforcement, and social services. The University Center for Adult Education is jointly sponsored by the University of Michigan and Wayne State University.

For further information: University Center for Adult Education, 60 Farnsworth Avenue, Detroit, Michigan 48202 (313) 577-4665

15. State University of Nebraska (SUN) — Nebraska

A proposal dated 1971 calls for the establishment of a new university which would develop courses that were not dependent upon residential instructions and that would appeal to students who would not normally be matriculants at a residential college or university; provide regional learning centers where registration, counseling, tutoring, libraries, and tests would be available; award credit-by-examination and credit for learning attained through technological, management, or business experience. The proposal has been materially aided by two grants from the U. S. Office of Education made during the 1971-72 year. The plans call for trial offerings of at least two courses late in 1972 with public availability of several courses in early 1973.

Thorough efforts are being made to review existing materials for possible use in the introductory courses of psychology and accounting. These two courses were chosen as the initial ones based upon a statewide clientele study. A team including an instructional design expert, communications specialist, correspondence study specialist, and an educational psychologist along with the subject matter leader will develop each course. Special attempts will be made to reach persons of all ages and persons in low-income areas.

For further information: G. Robert Ross, Vice President, The University of Nebraska, Administration 304, 14th and R Streets, Lincoln, Nebraska 68508 (402) 472-2018

16. External Degree for Licensed Trade Teachers — New York

In 1969 it was proposed by an ad hoc Vocational High School Committee for the Innovation of Vocational Degree Requirements that licenced trade teachers be awarded credit toward a baccalaureate degree on the basis of proficiency acquired through on-the-job experience in the trade. Five years of journeyman trade experience tested by a city or state examination should be awarded 45 credits.

For further information: Morris Shapiro, Vice President for Vocational High Schools, United Federation of Teachers, AFL-CIO Local No. 2, 260 Park Avenue, New York, New York 10010 (212) 777-7500

See also entry 21 in Section IV.

17. Combined Apprentice—Associate Degree Program — New York

New York State Industrial Commissioner Louis L. Levine has proposed the establishment of an associate degree program in cooperation with the apprentice training program. Apprentices are required to take 144 hours of classroom instruction related to their trade. It is hoped that this requirement can be combined with courses and training resources of community colleges to enable those attaining journeyman's credentials to also attain associate degrees.

A committee of representatives of community colleges has been appointed to work with the New York State Apprenticeship and Training Council to develop program models, to obtain funding, and to determine how programs might be implemented.

See: New York State Department of Labor news release, March 21, 1972, Albany, New York; New York State Department of Labor news release, April 5, 1972, Albany, New York.

18. The Pennsylvania State University Pennsylvania

A proposal prepared by Maxwell H. Goldberg in the spring of 1971 for internal discussion at The Pennsylvania State University calls for the establishment of special adult degree programs leading to a Bachelor or Master of Arts in Liberal Studies. The proposal emphasized the wide range and the liberal provisions for degree curriculum flexibility already available at The Pennsylvania State University and suggested that these would facilitate setting up external degree programs on a systemwide basis. They likewise facilitate utilization of extra-Pennsylvania State University agencies in servicing these programs.

The following guidelines in the proposal are now being supported by findings of the committees set up by the President's Commission: (1) external degree programs of adequate quality call for a marked increase in counseling services—both pre-admission and post-admission; (2) while they may eventually be possible money savers, external degree programs, in their earlier phases, call for comparatively heavy investments of funds; (3) granting credit for life experience requires great tact in maintaining adequate qualitative levels even while doing justice to the relevant educational accomplishments of the students or applicants; (4) whether fairly rigorous or broad-gauge, external degree curriculums in liberal studies demand of the student exceptionally strong motivation, persistence, and stamina.

For further information: Maxwell H. Goldberg, Associate Director for Humanities, Center for Continuing Liberal Education, The Pennsylvania State University, University Park, Pennsylvania 16802 (814) 865-1376

See entry 16 in Section III of this report.

19. 21st Century Experimental College Pennsylvania

Early in 1972, the Committee on Opportunities For Higher Education of the Philadelphia Fellowship Commission had before it a proposition that a planning grant should be sought to explore the needs, feasibility, and possible design of a 21st Century Experimental College. In many respects this new institution would have characteristics associated with some of the recently developed degree programs in other parts of the country such as the use of business, labor, professional, and government personnel and facilities for new degree programs and the modification of schedules and locations for the delivery of instruction. An important feature of this institution would be a concern for the quality of life in the community. It has also been suggested that the new institution would serve as a laboratory for other higher educational institutions in the area.

Dr. George D. Culler, President of the Philadelphia College of Arts, and James A. Lineberger, Associate Executive Director of the Greater Philadelphia Movement, will chair a subcommittee to look into a planning grant.

For further information: Mr. Maurice Fagan, Executive Director, Fellowship Commission, 260 South 15th Street, Philadelphia, Pennsylvania 19102 (215) 546-7600

20. Dominican College External Degree Program Wisconsin

A proposal for internal consideration at Dominican College dated July 1971 suggests that Dominican College develop a full degree program oriented to off-campus students in cooperation with publishers and other organizations who would supply programmed learning materials and other services to the college's specifications. While these materials and resources are being assembled, interested students would be able to begin work toward their degrees.

As of April 1972, the proposal had not been implemented because of problems of funding and accreditation.

For further information: Barry McCabe, Vice President for Academic Affairs, Dominican College, 5915 Erie Street, Racine, Wisconsin 53402 (414) 639-7100

21. Wisconsin's Open Education System Wisconsin

In 1970, the Final Report of the Governor's Commission on Education (Wisconsin) recommended an open education system. The recommendation included provision for an Open Education Board that would operate a system for program development from preschool through adult continuing education. It would make possible the award of degrees, diplomas, and other certificates on the basis of examinations. The Open Education Board would make full use of educational technologies such as radio and TV networks, films, computers, telephones, and educative resources such as galleries, business, labor organizations, and organizations for training. The chairman of the Task Force on the Open School was Charles A. Wedemeyer, Professor of Education, University Extension, The University of Wisconsin.

See: *A forward look, final report of the governor's commission on education*, Madison, Wisconsin: The University of Wisconsin, November 1970 (75 pp.).
The open school, supplement to final report of the governor's commission on education, Madison, Wisconsin: The University of Wisconsin, January 1971 (52 pp.).

22. Arbolino-Valley Proposal for a National University

The new institution called The National University envisioned in this instance would offer external degrees based on examinations or award credits and validate learning experiences, however acquired. The institution would not itself engage in teaching but would work cooperatively and intensively with regular colleges and universities. The University would award degrees in three ways: First, it would award degrees in its own name based on results of examinations. Second, it would award degrees jointly with regular colleges or universities when a substantial portion of the degree requirement had been met through National University credits. Third, its National University credits, when they were recognized by colleges and universities, would facilitate completion of degrees at those institutions.

See: Arbolino, J. N., & Valley, J. R. Education: The institution or the individual? *Continuing Education*, 1970, 3, (4), 6, 55.

23. Pifer's Call for External Degree Experimentation

In a speech delivered at the College Entrance Examination Board's Annual Meeting in New York City on October 27, 1970, Alan Pifer, President of Carnegie Corporation of New York, endorsed a program that would enable individuals to earn college degrees by examination and independent study. While he did not offer a specific plan, he indicated there were several models already available in various educational systems throughout the world. He encouraged substantial experimentation in this country.

See: Pifer, Alan. Is it time for an external degree? *College Board Review*, No. 78, Winter 1970-71, 5-10.

24. National Baccalaureate Examinations

The authors propose that Educational Testing Service be chartered to award baccalaureate degrees based on examinations. They suggest that a degree might be awarded on the basis of six examinations: English, Mathematics, Humanities, Natural Sciences, and Social Science plus one advanced specialty examination comparable to a major or some recognized interdisciplinary field.

See: Lieberman, B. & Wycoff, D. *National baccalaureate examinations: A proposal for a drastic change in the conduct of undergraduate education, Research Memorandum SP-117.1.* Pittsburgh, Pennsylvania: University of Pittsburgh, March 1970 (mimeographed, 18 pp.).

25. Lutheran Church in America Proposal

A College and University Union is proposed through which a community of educational institutions, boards, and agencies related to the Lutheran Church in America would develop and offer external degrees. Faculty from existing colleges would develop and approve curriculums, create instructional materials, and establish standards of performance. A board representative of the member colleges and agencies would supervise the planning and continuing operation of the Union. The Union would facilitate the development and distribution of programmed instruction, multimedia courses, and independent study.

For further information: Louis T. Almen, Executive Secretary, or Mrs. Nancy Schudson, Project Director, Board of College Education and Church Vocations, Lutheran Church in America, 231 Madison Avenue, New York, New York 10016 (212) 532-3410

26. Spurr's Proposals

Stephen H. Spurr suggests two areas "in which external certification could well be added to supplement the system of internal certification." By internal certification, Spurr refers to that provided by the governing faculty of an institution of higher education. He suggests that the University of London's external degree approach and the external degrees of the National Council For Academic Awards be considered for development in this country. Further, he suggests the establishment of "degree-granting interuniversity institutes of continuing education under the academic and fiscal control of the cooperating universities but with the resources to provide on-the-spot academic planning and leadership".

See: Spurr, S. H. Changing patterns of graduate education, *Journal of Higher Education*, 1971, 42 (7), 545-557.

27. A Proposal for University Colleges

In his proposal, David Apter visualizes the establishment of university colleges, each of which would be part of a university but located in communities apart from the parent institution and offering both day and evening courses. These institutions would:

(1) offer external degrees in the manner of the University of London (These degree programs would not necessarily be identical to the regular university degree programs.)
(2) offer certificate programs for less than degree-level work
(3) offer programs of lectures by circuit-riding university instructors
(4) offer intermediate arts degrees for those not prepared for regular university work but who probably would be interested in doing so once they were adequately prepared.

See: Apter, D. E. And now, the university college, *College Board Review*, No. 82, Winter 1971-72, 12-14.

28. A University of North America

L. E. Dennis speaks of the need for and the likely possibility of a University of North America, a confederation of regional higher educational institutions and agencies in the United States, Canada, and Mexico. The regional institutions would be those furthering a multimedia approach to continuing higher education along the lines of England's Open University. Dennis presented an example of one regional university and its functions.

See: Dennis, L. E. Other end of Sesame Street. In G. K. Smith (Ed.) *New teaching, new learning: Current issues in higher education—1971.* San Francisco: Jossey-Bass, 1971. Pp. 57-64.

29. The Video University

This proposal is to facilitate life-long learning through the use of video cassettes. The organizational structure to promote this learning model might be called Video University, a new institution to be chartered by the federal government or a consortium of existing institutions. Tens of thousands of instructional cassettes would be created, warehoused at points throughout the U. S., and cataloged by computers. Video University would operate computerized testing programs, maintain student records, disseminate information about learning and career opportunities by means of television, and design and award external degrees.

See: Mood, A. M. Another approach to higher education. In *Universal higher education costs and benefits—background papers for participants in 1971 annual meeting of American Council on Education.* Washington, D.C.: American Council on Education, 1971. Pp. 169-185.

30. The International University

The Academy for Educational Development has proposed the establishment of an International University, a new type of institution located at numerous centers of learning in many countries. It would be dedicated to lifetime learning and would arrange educational experiences for interested and capable students of any age. In cooperation with accredited institutions throughout the world, it would outline curriculums; provide access to learning resources, having them translated into the student's language if necessary; arrange for individualized academic guidance and social facilitation of their learning process; evaluate their knowledge and cognitive skills; and award appropriate diplomas and degrees when units of study are completed satisfactorily.

In earlier versions of this proposal, The International University was referred to as The International University for Independent Study.

For further information: Alvin C. Eurich, President, Academy for Educational Development, 437 Madison Avenue, New York, New York 10022 (212) 758-5454

SECTION III

MAJOR STUDIES, INVESTIGATIONS, AND REPORTS

MAJOR STUDIES, INVESTIGATIONS, AND REPORTS

Entries Categorized by Location and Important Features

	New Student Audience	New Instructional Techniques	Off-Campus Setting	Credit-by-Examination	Credit for Work/Experience	Graduate-Level Work	Interinstitutional Cooperation	Pilot Study or Program	Information Gathering
CALIFORNIA		2	1	1, 2		1, 2	2	1, 2	
CONNECTICUT				3					3
GEORGIA									4
HAWAII			5		5				5
ILLINOIS		6	6	6	6		6		
MASSACHUSETTS		9	7, 8	8, 9			7		
MICHIGAN							10		10
MINNESOTA									11
NEW YORK			12	12			12		12
OHIO			13					13	
OKLAHOMA		14		14					
PENNSYLVANIA				16	16				15, 16
TEXAS	17				17			17	
WASHINGTON				19, 20				19	18, 19 20
WISCONSIN	21								21
ONTARIO, CANADA		22, 23	22	23					
NATIONAL	25, 26 29, 31 33	25, 32 33, 39	26, 29 32, 39	25, 26 29, 32		35, 36		34	24, 25 27, 28 30, 35 36, 37 38, 40

TABLE OF CONTENTS

SECTION III

MAJOR STUDIES, INVESTIGATIONS, AND REPORTS

Entry	Location	Page
1. The Commission on External Degree Programs, The California State University and Colleges	California	33
2. University of California President's Task Force on the Extended University	California	33
3. Task Force on External Degrees and College Credit By Examination, The Connecticut Commission for Higher Education	Connecticut	33
4. University System of Georgia, Ad Hoc Subcommittee on the External Degree	Georgia	34
5. Non-Traditional Education Evaluation Study, Chaminade College	Hawaii	34
6. The Illinois Board of Higher Education Collegiate Common Market Task Force	Illinois	34
7. President's Committee on the Future University of Massachusetts	Massachusetts	35
8. Massachusetts Board of Higher Education Studies	Massachusetts	35
9. The Massachusetts State College System	Massachusetts	35
10. Michigan Council of State College Presidents	Michigan	36
11. Minnesota State College System	Minnesota	36
12. The External Degree Program, Policy Institute, Syracuse University Research Corporation	New York	36
13. Report of the Committee on the Extended University, Ohio University	Ohio	36
14. Oklahoma State Regents for Higher Education Report	Oklahoma	37
15. Pennsylvania Task Force on Non-Traditional Procedures	Pennsylvania	37
16. The Pennsylvania State University Commission on External Degrees	Pennsylvania	37
17. Texas State Technical Institute Baccalaureate Degree Program	Texas	37
18. University of Washington	Washington	38
19. Washington State Board for Community College Education	Washington	38
20. Washington Council on Higher Education	Washington	38
21. President's Committee on New Students in the Metropolitan Milwaukee Area	Wisconsin	38
22. A University of Ontario	Ontario, Canada	38
23. The Commission on Post-Secondary Education in Ontario	Ontario, Canada	38
24. The Assembly on University Goals and Governance		39
25. Assessment of New Institutional Forms for Extending Post-Secondary Education		39
26. Task Force on Extending Educational Opportunities to Servicemen		39
27. The Commission on Non-Traditional Study		40
28. Non-Traditional Study Research Program		40

29. Carnegie Commission on Higher Education: *Less Time, More Options: Education Beyond High School* 41
30. Carnegie Commission on Higher Education: *Academic Degree Structures: Innovative Approaches* 41
31. A.C.E. Special Reports 41
32. Newman Task Force 41
33. Electronic World University 41
34. The National Task Force to Study the Feasibility and Implementation of a Uniform Unit for the Measurement of Non-Credit Continuing Education Programs 41
35. Panel on Alternate Approaches to Graduate Education 42
36. National Board on Graduate Education 42
37. Committee on Nontraditional Study 42
38. The National Advisory Council on Extension and Continuing Education 42
39. Study of Open University Methods and Materials as Used in Selected American Universities 43
40. Locating and Evaluating Materials for External Degree Programs in Management 43

1. The Commission on External Degree Programs, The California State University and Colleges — California

The Commission was established by Chancellor Glenn S. Dumke on April 1, 1971 to study and to make recommendations regarding nonresidential and external degree programs, alternative procedures for assigning credit, and for awarding degrees.

The Commission is responsible for the development of guidelines for the preparation of proposals, for advice to the Chancellor on the implementation of proposals submitted by the individual colleges, for the development of guidelines for the evaluation of pilot projects, and for the monitoring of the evaluation process for those pilot programs which are implemented.

Five pilot programs have been authorized for implementation in fall 1972:

1. California State College, Dominguez Hills: An MBA program for middle-management personnel employed by financial institutions in southwest Los Angeles County
2. California State College, Fullerton: A graduate program leading to the degree Master of Public Administration offered to public employees in Orange County (This program began in February 1972.)
3. California State College, Chico: Undergraduate programs in public administration offered to public service personnel in the rural northeastern California communities of Redding, Marysville, and Susanville (These programs lead to the Bachelor of Arts degree and a professional certificate in public administration. They accepted their first students in September 1971.)
4. California State College, Bakersfield: An undergraduate program leading to a Bachelor of Science in Business to residents of the isolated China Lake/Ridgecrest Region of south central California, including personnel at a military base
5. California State University, Sacramento: A major in Criminal Justice offered to law enforcement personnel in the San Joaquin Delta and East San Francisco Bay Areas

It is anticipated that an additional four or five pilot external degree programs will be authorized for implementation in fall 1972. The Chairman of the Commission is Thomas H. McGrath, President, California State College, Sonoma.

For further information: George E. McCabe, Executive Secretary, The Commission on External Degree Programs, 1801 East Cotati Avenue, Rohnert Park, California 94928 (707) 795-2421

2. University of California President's Task Force on the Extended University — California

This report contains 54 recommendations aimed at expanding the degree program opportunities for part-time students by giving attention to new approaches to admissions, fees, registration procedures, development of new curriculums, new student assessment procedures, revision of residence requirements, provision of adequate counseling, establishment of a unit on each campus to develop and administer extended degree programs and a university-wide consortium, to be called New College, for those responsibilities that cannot be met on an individual campus, and the inclusion of extended degree students in programs of state support. Leonard Freedman, Director of Summer Session and Extension (UCLA) was Chairman of the Task Force on the Extended University.

During the 1972-73 academic year, the following pilot programs will begin:

Master of Business Administration, Berkeley campus
Master of Business Administration, Los Angeles campus
Master of Administration, Riverside campus
Master of Science in Nursing, San Francisco campus
Three-year Bachelor of Arts in Law and Society, Santa Barbara campus
Master of Science in Electrical Engineering, Santa Barbara campus
Bachelor of Arts in Community Studies, Santa Cruz campus

In addition, experimental groups of undergraduate and graduate students will participate through the Davis and Riverside campuses, and an experimental group of undergraduates will participate through the San Diego campus. Total enrollment for both programs and groups is expected to be about 600.

See: University of California. *Degree programs for the part-time student: A proposal—A report of the president's task force on the extended university.* Berkeley: The University of California, November 1971 (56 pp.). *University of California News*, June 18, 1972. Office of the President, Berkeley, California (mimeographed, 5 pp.).

3. Task Force on External Degrees and College Credit By Examination, The Connecticut Commission for Higher Education — Connecticut

A task force is investigating non-traditional ways of earning and awarding academic credit and undergraduate degrees at both the national and international levels. A study was mandated by an act of the Connecticut legislature, which called for an interim report by the

Connecticut Commission for Higher Education by January 1, 1972, and a comprehensive report, including recommendations for legislative action, by January 1, 1973. The initial report was completed and presented to the Governor and the General Assembly in January 1972. The final report of the Commission of Higher Education will be made by January 1973. The chairman of the Commission of Higher Education is Father William McInnes, President of Fairfield University, Fairfield, Connecticut.

For further information: Louis Rabineau, Deputy Director, Connecticut Commission for Higher Education, Box 1320, Hartford, Connecticut 06101 (203) 566-3911

4. University System of Georgia, Ad Hoc Subcommittee on the External Degree — Georgia

The Ad Hoc Subcommittee on the External Degree* has the following functions:

- To examine, on an exploratory basis, the dimensions and perspectives of the external degree as a potential thrust for the University System of Georgia and its constituent institutions and to recommend:

a. Whether or not the University System should initiate the development of external degrees
b. Viable options for their development, and
c. Procedure for their development.

An interim draft report for internal discussion was prepared by the subcommittee in March 1972. The report reviewed literature on the external degree and drew upon the work of a committee from one of the institutions of the University System and faculty studies of external degree programs. The subcommittee had the assistance of an advisory panel of administrators and faculty members from University System institutions.

For further information: Mr. T. W. Mahler, Director, Georgia Center for Continuing Education, The University of Georgia, Athens, Georgia 30601 (404) 542-3451

5. Non-Traditional Education Evaluation Study, Chaminade College — Hawaii

Chaminade College, Honolulu, Hawaii, is conducting a study to establish guidelines for evaluating civilian educational experience. The study is in three phases: an investigation of current college practices in awarding credit for off-campus experience, an inventory of the types of off-campus learning experiences that are available, and recommendations for college credit for such experiences. The project will then move to the production of a *Guide to the Evaluation of Civilian Education Experience* and finally to computerized evaluation of civilian educational experience.

For further information: Maarten D.C. Immink, Project Coordinator, Non-Traditional Education Evaluation Study, Chaminade College of Honolulu, 3140 Waialae Avenue, Honolulu, Hawaii 96816 (808) 732-1471

6. The Illinois Board of Higher Education Collegiate Common Market Task Force — Illinois

The Task Force in May 1972 recommended that a Cooperative University For Illinois be established for the purpose of offering non-traditional programs of instruction and for brokering the delivery of non-traditional instruction offered by existing institutions. It would have the following specific functions:

- Design, adopt, evaluate, and administer college-level equivalency tests
- Design, adopt, evaluate, and deliver correspondence courses
- Design, adopt, evaluate, and deliver radio and TV instruction in support of correspondence education
- Conduct research and development concerning the instructional use of audio cassettes, videotape, and cable television
- Develop methods for evaluating work and life experiences and relate such experiences to degree programs
- Inventory and evaluate training and educational opportunities available outside the traditional higher educational framework
- Establish a counseling network to advise students on non-traditional educational opportunities
- Establish a tutoring network to assist students engaged in independent study
- Coordinate secondary level facilities and instructional resources for college-level instruction
- Establish an Illinois College Credit Bank to maintain records of educational accomplishment
- Conduct research and planning related to educational technology, particularly computer-assisted instruction
- Encourage, facilitate, and broker continuing professional education
- Encourage cooperative programs and offer appropriate recommendations to the Board of Higher Education
- Award degrees without regard to how, under what circumstances, or where the degree credits were earned

The Task Force set up the following priorities for a Cooperative University:

A. The University should be accredited.
B. The University should consider working arrange-

*A subcommittee of the Public Services Committee of the University System of Georgia

ments with professional schools as well as nonprofessional programs.

C. The University should utilize nonacademic institutions such as museums and hospitals.

D. The University should help both public and private institutions extend their options within the Collegiate Common Market by:
   - Reviewing and consulting on intersystems cooperative arrangements,
   - Securing funding for cooperative programs and offering recommendations for funding to the Board of Higher Education,
   - Using the facilities and personnel of all institutions for the delivery of its service.

The Task Force also recommended regional councils. Each regional council would be a coordinating mechanism to facilitate the allocation of resources to meet local needs. The councils would be voluntary and would have the following specific functions:

- Assess local needs and identify academic capacities
- Coordinate areawide programs in fields such as health and urban affairs
- Coordinate extended and joint use of learning aids such as audiovisual learning resources
- Encourage the establishment of new programs
- Provide liaison between academic institutions and local groups
- Fund projects through governmental agencies and foundations
- Offer recommendations to the Board of Higher Education
- Explore interstate, interinstitutional cooperation

For further information: Dr. James B. Holderman, Executive Director, Illinois Board of Higher Education, Suite 1100, 160 N. LaSalle Street, Chicago, Illinois 60601

7. President's Committee on the Future University of Massachusetts — Massachusetts

Vernon R. Alden was chairman of the 21-man President's Committee whose report cited below included recommendations urging the following actions pertaining to external degrees: (a) the expansion of the University of Massachusetts' participation in the University Without Walls project (the School of Education is one of the original participants in UWW); (b) the development of an Open University cooperatively among several colleges and universities in the state or even regionally.

See: *Report of the president's committee on the future University of Massachusetts.* Boston: University of Massachusetts, December 1971 (127 pp.).

8. Massachusetts Board of Higher Education Studies — Massachusetts

The report by Zacharias calls for a new State University for Massachusetts that would be a nonresidential institution offering undergraduate and graduate programs leading to degrees based on highly individualized programs, including degrees that could be met by examinations. Allen's report calls for development of organizational plans for the new institution and offers suggestions for their implementation.

See: Two reports commissioned by the Massachusetts Board of Higher Education.

Zacharias, J. R. *The open university: Preliminary report*, September 15, 1971 (mimeographed, 57 pp.).

Allen, J. A. Jr. *Open university external degree program for Massachusetts: Recommendations concerning a possible organizational structure.* October 12, 1971 (mimeographed, 26 pp.).

9. The Massachusetts State College System — Massachusetts

A study completed in April 1972 for the Massachusetts State College System included the following recommendations:

- That a new college (Open College) be established to offer Bachelor of Arts in Liberal Studies, Bachelor of Liberal Studies, and Bachelor of Science in Business Administration degrees. The college to provide for instruction-teaching and examining degree-certifying functions.
- The new college should have a minimal administrative staff and would draw on the staff of existing colleges for supporting services.
- The new college should collaborate with the New York State College Proficiency Examination Program and station WGBH.
- The new college should offer comprehensive year courses patterned after those of Open University or the University of Oklahoma Bachelor of Liberal Studies Program with television broadcasts supplementing intensive readings. Indeed, in mathematics use might be made of Open University instructional materials.
- Regional centers should be established to coordinate and operate local study centers where counseling, tutoring, and examining services as well as television receivers and playback equipment would be available.
- A residential center for short-term institutes and workshops should be established in a central location.
- Record-keeping functions for continuing education activities should be centralized.
- The Office of Continuing Education, the new Open

College, and the Residential Continuation Center should be at a central location.

The above recommendations were offered with the hope that they might be considered for the six New England states and New York. In addition to the statewide recommendations summarized above, the report contains recommendations pertaining to individual units of the statewide college system.

See: Harcleroad, F. F., and Armstrong, R. J. *New dimensions of continuing studies programs in the Massachusetts State College System.* Iowa City, Iowa: The American College Testing Program, 1972 (232 pp.).

10. Michigan Council of State College Presidents — Michigan

The Council has had under consideration over the past year several proposals for external degree programs. The College of External Studies is one of these. There has been no agreement for action by the Council on any of the proposals.

Action has been taken by the Council, however, to initiate a study of the feasibility of a consortium of colleges and universities in Michigan conducting an external degree program. The major focus of the study is on maximum utilization of existing resources to form the base of such a program. The study plan consists of three steps:

1. Survey all current off-campus course offerings of the public baccalaureate institutions
2. Examine survey findings and determine the extent to which current offerings constitute the core of a degree program
3. Identify alternative models and interinstitutional agreements for pooling of resources that may be suitable for a Michigan consortium, given the higher educational resources available

This study will have to be completed before any decision of the Council concerning the creation of an external degree program can be made. The study is expected to be completed by December 1972.

For further information: Richard L. Miller, Executive Director, Michigan Council of State College Presidents, 1202 Commerce Center Building, Lansing, Michigan 48933, (517) 482-1563

11. Minnesota State College System — Minnesota

On May 1, 1972, Chancellor G. Theodore Mitau established an Office of External Programs Research and charged it with the following responsibilities:

- Examine the concept of external degree programs
- Investigate the implications non-traditional studies have for the traditional academic programs
- Provide a research base to assist Minnesota State Colleges in developing external degree programs
- Provide a clearinghouse for current developments in innovative education for the Minnesota State Colleges

In addition, the Minnesota State College System is developing a network of locally based external degree programs. The president of each state college will explore with staff members of the college and representatives of the community the need and desirability of planning and implementing external degree programs.

A systemwide Ad Hoc Advisory Committee on External Degree Programs has also been established.

For further information: Dr. James E. Deegan, Office of External Studies Research, Chancellor's Office, Minnesota State College System, 550 Cedar Street, St. Paul, Minnesota 55101 (612) 296-3948

12. The External Degree Program, Policy Institute, Syracuse University Research Corporation — New York

The project is a 20-month feasibility study aimed at developing a design for a regional external degree program among public and private institutions and agencies in the five counties of central New York, Cayuga, Cortland, Madison, Onandaga, and Oswego. The initial focus of this study, funded by the Ford Foundation, will be on an external degree in business administration. The Policy Institute issues periodic newsletters.

See: Policy Institute of Syracuse University Research Corporation. *Newsletter: External degree program*, July 1971 and monthly thereafter. Syracuse, New York: Syracuse University.

13. Report of the Committee on the Extended University, Ohio University — Ohio

The Ohio Board of Regents requested Ohio University to undertake initial planning and a pilot study to create new higher educational opportunities for persons living away from colleges and universities. The report of the 16-member study committee contains the following recommendations:

- A unit should be established with Ohio University to develop and administer a statewide Extended Learning Program that could lead to undergraduate degrees. Ultimately the unit should be separated from Ohio University and established as a separate institution.
- A board of advisors representing each of the participating state universities should be constituted to assess and plan for the utilization of statewide resources, to determine areas of cooperation, and to recommend policy.

- A pilot study steering committee broadly representing the participating universities, students, community, and faculty should be appointed.

The proposal goes on to cover matters concerned with admissions, counseling, learning centers, curriculum, fees, and evaluation of student progress. A pilot project to explore and test the proposed approaches is recommended for the 1972-73 academic year.

See: Ohio University. *Report of the committee on the extended university*. Athens, Ohio: Ohio University, June 12, 1972 (mimeographed, 48 pp.).

14. Oklahoma State Regents for Higher Education Report — Oklahoma

The report recommends that Oklahoma colleges and universities should consider individualized instruction, advanced standing, challenging examinations, and external degrees. "Graduation would be determined upon the achievement of predetermined standards and objectives established by the faculty regardless of where or when such learning may have occurred" (page 5).

See: Hobbs, D. S. *Oklahoma higher education: A state plan for the 1970's*. Oklahoma City, Oklahoma: Oklahoma State Regents for Higher Education at the State Capital, July 1971 (81 pp.).

15. Pennsylvania Task Force on Non-Traditional Procedures — Pennsylvania

The Department of Education, Commonwealth of Pennsylvania appointed a Task Force on Non-Traditional Procedures and charged it with studying the Open University and external degree concepts. The Department is now in the process of following up the work of the Task Force, hoping to design and implement an appropriate program within the next 18 months.

For further information: David W. Hornbeck, Special Assistant and Counsel to the Secretary of Education, Commonwealth of Pennsylvania, Department of Public Instruction, Box 911, Harrisburg, Pennsylvania 17126 (717) 787-8182

16. The Pennsylvania State University Commission on External Degrees — Pennsylvania

The Pennsylvania State University Commission on External Degrees was appointed by President Oswald in 1971 and given a four-year charge to:

- Examine the nature of external degree programs
- Make recommendations on the appropriateness of external degree programs at The Pennsylvania State University
- Coordinate activities and recommendations with the Pennsylvania Department of Education
- Suggest courses of action for the next 5 to 15 years

The Commission has been organized into five committees: Educational Advising and Counseling; Educational Needs and Populations to be Served; Credit by Examination and Credit for Life Experiences; Admissions, Residency, and Graduation Requirements; Learning Resources and Media. In addition, each college of the University has a faculty committee to consider the appropriateness of external degree programs with flexible residency requirements that draw on existing statewide systems and procedures for continuing education and extension.

For further information: Dr. Edward V. Ellis, Chairman, Commission on External Degrees, The Pennsylvania State University, University Park, Pennsylvania 16802 (814) 865-4700

17. Texas State Technical Institute Baccalaureate Degree Program — Texas

The Texas State Technical Institute, in cooperation with the Convair Division of the General Dynamics Corporation, has developed an experimental bachelor's-level program for executives. The experimental phase of this work covered a period of two years and will be completed during 1972.

The program consists of 32 semester hours of course work offered after working hours. Individuals selected for the program are required to have a minimum of 94 semester hours of previous college credit, 10 years of management-level experience, and recommendations from senior administrators in their employing organizations.

The completion credential for the experimental program is the Bachelor of Technology diploma. Approximately 150 individuals will complete the program, and about 10 percent of these graduates applied and were admitted to graduate schools.

Conclusions reached by the administration of the Texas State Technical Institute as a result of the program are:

1. A substantial number of exceptionally able people in industry who have not had the opportunity to complete the requirements for bachelor's-level certification will take advantage of the opportunity if the program of instruction is readily available and is relevant to their needs and interests.
2. Academic prerequisites, as they commonly appear in highly structured resident degree programs, are not realistic when applied to experienced administrators. If these individuals have backgrounds of college study that prepare them for senior-level college work, they can and will do work equivalent to or above that of the typical college senior.
3. Degrees, per se, are less significant to management-oriented individuals than the learning obtained in courses designed to update their management skills.

4. Institutions of higher education with the necessary flexibility can provide an extremely valuable service by designing special bachelor's-level completion programs for individuals who have achieved many of the elements of a college education through experience and study.

   Continuation of this program by Texas State Technical Institute is under study as a part of the total development of higher education services in the State of Texas.

For further information: Mr. M. W. Roney, Executive Vice President, Texas State Technical Institute, Waco, Texas 76705 (817) 799-3611

18. University of Washington — Washington

The University of Washington in Seattle has a staff task force in the Division of Continuing Education that is exploring external degree programs. This information is in the form of private correspondence.

For further information: Lloyd W. Schram, Dean, Continuing Education, University of Washington, Seattle, Washington 98105 (206) 543-3022

19. Washington State Board for Community College Education — Washington

A study was proposed on behalf of the Washington State Board for Community College Education to develop a systemwide plan for implementing credit for non-traditional learning by January 1973. The study will look at existing programs elsewhere, survey the need for services and policies, establish advisory committees, develop cost analyses, and initiate and evaluate pilot projects. Attention will be focused on the College-Level Examination Program as the vehicle for assessing learning. The proposal was developed by Dr. Milton McDermott.

For further information: Dr. Milton McDermott, Director of Guidance, Clark College, Vancouver, Washington 98663 (206) 694-6521

20. Washington Council on Higher Education — Washington

A resolution was passed by the Senate of the State of Washington that requests the Council on Higher Education to determine the feasibility of a three-year baccalaureate degree program using credit-by-examination to shorten the time needed for degree attainment. The resolution also asked the Council to explore "other innovative programs which will allow flexibility for the student in planning an academic career." The Council is to report its findings and recommendations to the Joint Committee on Higher Education prior to March 1, 1973.

For further information: The Council on Higher Education, 1020 East Fifth Street, Olympia, Washington 98501 (206) 753-2210

21. President's Committee on New Students in the Metropolitan Milwaukee Area — Wisconsin

Dr. John C. Weaver, President, University of Wisconsin System, announced in March 1972 the appointment of a President's Committee to study unmet needs in metropolitan Milwaukee. An earlier consultant's report had indicated that there were between 5,000 and 10,000 students whose educational needs were not being met by current programs. Thus the President's Committee is charged with the following:

- To define and delimit the scope of the potential market
- To determine the capacity of existing resources to meet the needs of the new market
- To design an educational plan responsive to the unmet needs
- To recommend a plan for implementation based on such considerations as costs, facilities needed, anticipated enrollments, and organizational patterns

The Committee has been asked to issue a preliminary report by the end of the year.

See: Office of the President, University of Wisconsin System. *Charge to: President's committee on new students in the metropolitan Milwaukee area.* March 15, 1972, Madison, Wisconsin.

22. A University of Ontario — Ontario, Canaua

A research and planning report proposes the establishment of a University of Ontario to develop courses and to grant degrees. Students, however, would receive instruction and tutorial assistance, and their educational resources, such as visual and auditory centers, would be located in the existing Colleges of Applied Arts and Technology.

See: The Sub-Committee on Research and Planning of the Committee of Presidents of Universities of Ontario. *Towards 2000: The future of post-secondary education in Canada.* Toronto, Canada: McClelland and Stewart, Limited, 1971 (176 pp.).

23. The Commission on Post-Secondary Education in Ontario — Ontario, Canada

A Commission was established in 1969 to make recommendations on the needs for post-secondary education in Ontario, including adult and continuing education, patterns of student preference, the numbers to be served, the kinds of institutions and facilities that may

be required, the interrelations of the bodies and institutions involved, principles that should govern transfer of students, and costs and financial resources required. The Commission was also asked to provide full opportunity for all interested individuals and organizations to be heard and to participate in discussions of issues involved in post-secondary education in Ontario.

The publication of the Draft Report is preliminary to a series of public hearings and will be followed by revisions and additions to develop the final report.

The report contains 72 recommendations distributed over the following areas:

Alternatives To Higher Education	14 recommendations
Access To Post-Secondary Education	31 recommendations
Manpower And Education	3 recommendations
Instruments Of Implementation	
(A) Structure	12 recommendations
(B) Financing	12 recommendations

The draft report includes a recommendation for a University of Ontario that would provide educational services via radio, television, and correspondence; provide testing and evaluation services; award degrees on the basis of tests and evaluation services and degrees and diplomas without formal course requirements; and coordinate the educational services offered by other educational and cultural institutions.

The report is available from The Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario.

See: *The commission on post-secondary education in Ontario, draft report*, Toronto, Canada: Queen's Printer, 1972 (112 pp.).

24. The Assembly on University Goals and Governance

The American Academy of Arts and Sciences sponsored this report, which presents 85 theses that relate to the goals and organization of colleges and universities. Included are several related to external degrees such as: Studies should be made of the benefits and losses of the transfer of certifying functions (all or some) from traditional academic institutions to other bodies; new organizations might be constituted to offer degrees; some students without baccalaureate degrees should be admitted to graduate or professional programs on the basis of examination results. The work of the Assembly is continuing, and further reports will probably be forthcoming. Martin Meyerson, President, University of Pennsylvania, is Chairman of the Assembly.

See: The American Academy of Arts and Sciences. *A first report: the assembly on university goals and governance*. Cambridge, Massachusetts: The American Academy of Arts and Sciences, January 1971 (51 pp.).

25. Assessment of New Institutional Forms for Extending Post-Secondary Education

The Center for Research and Development in Higher Education in 1971 initiated a study of burgeoning new institutional forms to extend post-secondary education to new groups of students. Already a number of new educational models and mechanisms are being tried in the United States and more are planned. But without some impartial agency to provide leadership in the comparative assessment of these new forms as they develop, no systematic and accurate data will be available about their relative effectiveness and efficiency. To provide the comparative information policy makers and funding agencies need for informed decisions about the structure and form of post-secondary education is the goal of the program.

An interdisciplinary team will assess the following four main types of new forms, each of which will constitute a component of the program:

(1) external study of traditional curriculums leading to a traditional degree
(2) new curriculums and degree programs to extend post-secondary education
(3) new time dimensions for learning
(4) certification of learning with no instruction

Staff from these components will organize the data on the different types of forms and draft guidelines and conduct briefings, workshops, and other developmental activities.

The Center will work with participating institutions in an attempt to answer three practical problems: (1) What conditions facilitate and constrict the viability of new educational forms? (2) What are the educational consequences of these forms, particularly for students and the institutions that initiate the forms? (3) What are the relative costs of these alternative forms for students, institutions, and society?

The Center is completing a year of preliminary work assembling as much information as is available about new forms of extending post-secondary education. The bulk of the proposed research can be completed by 1976, with major interim reports and developmental activities proceeding concurrently. Final reports and developmental work will be completed in 1977.

For further information: Dr. L. L. Medsker, Center for Research and Development in Higher Education, Tolman Hall, University of California, Berkeley, California, 94720 (415) 642-5769

26. Task Force on Extending Educational Opportunities to Servicemen

This project, under the direction of the American Association of Community and Junior Colleges, is designed to extend educational opportunities for individ-

uals in the Armed Services. It is being implemented through a task force of community college leaders in response to a Department of Defense request for common standards and practices among junior colleges regarding such matters as the acceptance of transfer credit and the recognition of non-traditional education achievement as evidenced by such credentials as scores on CLEP or completion of USAFI courses, a reduction of residency requirements for military personnel, and increased opportunities for college-level study to be made available on military bases or under atypical schedules.

Specific criteria have been identified relative to these matters. Each college whose institutional policy meets these criteria will be designated as a Servicemen's Opportunity college. The task force is developing a major community college emphasis to assist community college involvement in non-traditional studies.

For further information: Lee John Betts, Assistant Director, Program for Veterans and Servicemen, American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, D. C. 20036 (202) 293-7050

27. The Commission on Non-Traditional Study

The Commission, financed by a two-year grant from the Carnegie Corporation of New York and jointly sponsored by the College Entrance Examination Board and Educational Testing Service, has the following charge:

(1) To discover and to look into all aspects of non-traditional post-secondary education, including the external degree, now in operation or being planned
(2) To evaluate the desirability and feasibility of such study
(3) To identify the inadequacies in current data necessary for intelligent decision making and to press for correction of such inadequacies
(4) To make recommendations for creating whatever additional machinery seems appropriate to strengthening the guarantees of quality in these forms of education
(5) To explore the possibility of additional experimental models
(6) To assure easy accessibility to the large body of information that is presently unsystematized

The Chairman of the Commission is Samuel B. Gould, Vice President, Educational Testing Service and President, Institute for Educational Development.

For further information: John A. Valentine, Executive Secretary, Commission on Non-Traditional Study, 888 Seventh Avenue, New York, New York 10019 (212) 582-6210

The first report of the Commission, "New Dimensions For the Learner," is available at the above address. A group of four working papers written for the Commission was published in the spring of 1972 by Jossey-Bass Inc. under the title *Explorations in non-traditional study*, K. Patricia Cross and S. B. Gould, editors.

28. Non-Traditional Study Research Program

A program of research on various aspects of non-traditional study is being carried out by Educational Testing Service on behalf of the Commission on Non-Traditional Study. The research program is concerned with six major areas of inquiry:

- Students
- Areas of Learning
- Systems of Instruction
- Measurement and Credit
- Accreditation
- Finance

Data collection for the research program involves the following:

- Inventory of Institutional Resources For Non-Traditional Study, a questionnaire designed and distributed by the Center For Research and Development in Higher Education, University of California, was sent to about 2,700 colleges and universities in April 1972.
- Survey of Adult Learning, a questionnaire interview guide, was distributed to a random sample of households throughout the country in June and July of 1972.
- Interviews with experts within education—Approximately 30 program leaders were interviewed in June.
- Interviews with accreditation specialists—Approximately 20 such interviews were conducted in June.
- Interviews with experts and specialists outside education—Approximately 25 such interviews were conducted in June and July.
- Survey of literature—This survey will identify, classify, and abstract key documents of interest to the six major areas of inquiry. Annotated bibliographies covering the primary material are in preparation for each area.
- Survey of Private Trade, Technical, Business, Specialized, and Vocational Schools and Colleges—Arrangements were made with the Carnegie Commission on the Future of Higher Education to incorporate into the Carnegie Commission Survey a series of questions specifically oriented to non-traditional study.

K. Patricia Cross (ETS-Berkeley) and John R. Valley (ETS-Princeton) are Co-Directors of the Research Program. Wesley Walton is Project Manager.

The program is funded by a grant from the Carnegie Corporation of New York and the Educational Foundation of America.

As findings of the research program are organized into reports, announcements of the availability of the reports will be made.

For further information: Wesley W. Walton, Project Manager, Non-Traditional Study Research Program, Educational Testing Service, Princeton, New Jersey 08540 (609) 921-9000

29. Carnegie Commission on Higher Education: Less Time, More Options: Education Beyond High School

This Carnegie Commission report makes a series of recommendations regarding the flow of students from secondary to and through higher education. Many of its recommendations relate to external degree programs: the creation of service and employment opportunities for students, the awarding of academic credit for off-campus educational experiences, a reduction in the amount of time required for degrees, the creation of opportunities for people to reenter higher education, and an expansion of the number of avenues to degrees.

See: Carnegie Commission on Higher Education. *Less time, more options: education beyond high school*. New York: McGraw-Hill, 1971, (45 pp.).

30. Carnegie Commission on Higher Education: Academic Degree Structures: Innovative Approaches

This report, one of a series sponsored by the Carnegie Commission on Higher Education, presents a historical analysis of academic degrees and the present variety and range of degrees. The report argues for a system of degrees in which the awards would have some generally common meaning across institutions and the number of degree titles would be kept to a minimum, and where each degree would be a specific termination point.

See: Spurr, S. H. *Academic degree structures: Innovative approaches*. New York: McGraw-Hill, 1970.

31. A.C.E. Special Reports

Furniss, W. T. Degrees for non-traditional students. *A.C.E. Special Reports*. Washington, D.C.: American Council on Education, April 9, 1971 (8 pp.)

This report is a staff paper prepared for the Council's Commission on Academic Affairs and its Committee on Higher Education. It examines various programs to discern what characteristics make them unsuitable for particular students. It suggests that the potential clientele is broader than available programs when examined against the needs of Vietnam veterans, professionals who need retraining, and others.

External degrees: an initial report. *A.C.E. Special Reports*. Washington, D.C.: American Council on Education, February 26, 1971 (4 pp.).

This report lists some of the external degree developments that had taken place by the end of 1970 and presents some of the issues and questions that need to be confronted as proposals for new programs move toward implementation.

32. Newman Task Force

The report cited below is the result of a study by a nine-person task force headed by Frank Newman of Stanford University, which attempted to state the problems of higher education and general directions that should be taken in response to those problems. Among the general recommendations are a call for new educational enterprises, new approaches to funding, changes in accreditation, different patterns of college attendance, expanded off-campus education, regional examining universities, portable grants to students, adapting colleges to the needs of minority students, broadening and diversifying educational opportunities for women, and differentiating and clarifying missions of educational institutions.

See: Newman, F. *Report on higher education*. Washington, D.C.: U. S. Department of Health, Education and Welfare, March 1971 (130 pp.).

33. Electronic World University

The report summarizes the responses of a group of leaders in education and related fields to a ten-part questionnaire about various aspects of an electronic world university. The report is an exploration of a concept. Two ideas regarding such an institution seem to emerge: (1) a university that would expand or extend the student body to the population as a whole by means of new broadcasting technologies, and (2) a linkage of existing universities around the world via broadcast technology to expand the resources available to each.

See: Goldstein, Richard, and Umpleby, Stuart. *Electronic world university: Progress report number 1*. Alternative Futures Project—Computer-Based Educational Research Laboratory. Urbana, Illinois: University of Illinois, undated (mimeographed, 23 pp.).

34. The National Task Force to Study the Feasibility and Implementation of a Uniform Unit for the Measurement of Non-Credit Continuing Education Programs

The Task Force grew out of a national planning conference held in 1968, which was sponsored by The National University Extension Association, the American Association of Collegiate Registrars and Admissions Officers, the U. S. Civil Service Commission, and the U. S. Office of Education. The conference was to determine the interest and need for a uniform unit to measure non-credit continuing education. The Task Force,

created as a follow-up to the conference, has developed such a unit, which is called a Continuing Education Unit (CEU). The Task Force defined a CEU as representing 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. In 1970, the National University Extension Association conducted a pilot project involving a group of about 20 institutions on the application of the continuing education unit. As a result of that survey, the Task Force is now working on a detailed handbook that will enable the CEU to be applied in a uniform way at different institutions. It is also planning to develop a national records center for recording an individual's CEU's wherever taken.

For further information: Dr. Robert J. Pitchell, Executive Director, The National University Extension Association, 1 Dupont Circle, N.W. Suite 360, Washington, D.C. 20036 (202) 659-3220

35. Panel on Alternate Approaches To Graduate Education

A 12-member panel was formed in February 1972 to study recent recommendations in higher education and to suggest ways in which graduate education can meet emerging educational needs. The work of the panel will be confined to graduate schools in contrast to professional schools such as business, dentistry, law, or medicine.

The panel is jointly sponsored by the Council of Graduate Schools in the United States and by the Graduate Record Examinations Board. The chairman of the panel is J. Boyd Page, President of the Council. Administrative support will be provided by Educational Testing Service under the coordination of I. Bruce Hamilton, who serves as Executive Secretary of the Panel.

For further information: I. Bruce Hamilton, Executive Secretary, Panel on Alternate Approaches to Graduate Education, Box 2607, Princeton, New Jersey 08540 (609) 921-9000

36. National Board on Graduate Education

In February 1972 the Conference Board of Associated Research Councils established the National Board on Graduate Education (NBGE). Among the problems to which NBGE will direct its attention are:

- The supply and demand of Ph.D.s in certain fields
- The increasing cost of higher education and how it should be financed
- The effectiveness of graduate education for ts large and varied clientele
- How graduate education should adjust to changing times and needs
- The need for public understanding of the relationship of graduate education to research and to the national welfare

The Conference Board of Associated Research Councils includes representation from the American Council on Learned Societies, the American Council on Education, the National Research Council, and the Social Sciences Research Council. Chairman of NBGE is David Henry, Professor of Higher Education, University of Illinois and former President, University of Illinois. The National Board membership includes representatives of university faculties and administrators, employers of graduate degree recipients, and the public at large. The National Research Council's Office of Scientific Personnel, Washington, D.C. provides administrative support.

For further information: Office of the Staff Director, National Board on Graduate Education, National Research Council, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 (202) EX 3-8100

37. Committee on Nontraditional Study

Early in 1972, the Council of the Federation of Regional Accrediting Commissions of Higher Education established a Committee on Nontraditional Study. This committee is to identify and describe the various types of instructional and institutional arrangements that depart from the traditional pattern and recommend means for evaluating such educational activities for accrediting purposes. The committee has five members.

For further information: Thomas J. Coffey, North Central Association of Colleges and Secondary Schools, 5454 South Shore Drive, Chicago, Illinois 60615

38. The National Advisory Council on Extension and Continuing Education

Public Law 89-329 provides that the National Advisory Council on Extension and Continuing Education shall review and make annual reports concerning the administration and effectiveness of all federally supported extension and continuing education programs. The annual reports are based on various studies. The investigations leading to the report submitted in March 1972 gathered data about:

(1) Federally supported extension activities, (programs conducted off-campus and not carrying academic credit)
(2) Continuing education (part-time or short-term study, training, or academic work that may confer course credits) through nonfederal post-secondary institutions when funded in whole or in part by the federal government

(3) Full-time academic study and research in non-federal post-secondary institutions when the subject matter is related to those programs cited in Section 101 of PL 89-329, the Higher Education Act of 1965

The study also gathered data for programs not meeting the criterion indicated above when contrasts or comparisons were desirable. Robert F. Ray, University of Iowa, is chairman and Edward A. Kielock is Executive Director of the Council.

See: National Advisory Council on Extension and Continuing Education. *A question of stewardship, a study of the federal role in continuing higher education*, 6th Annual Report and Recommendations. Washington, D.C.: National Advisory Council on Extension and Continuing Education, March 1972 (113 pp.).

39. Study of Open University Methods and Materials as Used in Selected American Universities

Four American institutions of higher education have indicated an interest in participating in a trial run with Open University materials during 1972-1973: Rutgers University, California State University, San Diego, University of Houston, and the University of Maryland. Approximately 200-300 students will enroll for Open University courses on each campus. The students will be traditional students, in the sense of their being full-time residential students, as well as students who are beyond the typical college age, in some cases employed full-time and in other ways leading lives that would make it impractical to consider post-secondary education through traditional channels.

Three types of information will be gathered:

1. Feedback from users—(students and faculty)
2. Indices of the educational effectiveness of the experience
3. Evidence regarding the efficiency of the procedure

User Feedback will be assessed by means of questionnaires before, during, and after the courses. Questionnaires used in England for the study of Open University materials there will be drawn upon for the development of instruments appropriate to American students.

Indices of Educational Effectiveness: The question to be pursued by this aspect of the research is "Do the students learn and, if so, how much?" Information will be obtained by means of aptitude and achievement tests administered before and after the courses. Particular attention will be directed to understanding *what kinds of students* can most successfully use Open University materials.

Evidence of Efficiency: The issue here is the relative cost of Open University courses and how these compare with more traditional instruction.

Conduct of the study: While Educational Testing Service has responsibility for the overall conduct of the study, it will be executed with the active participation and cooperation of the four institutions, their faculty, administration, and research personnel and facilities.

Sponsorship and Financial Support: The study is sponsored by the College Entrance Examination Board whose offices serve to join the interests of Open University and the four participating institutions of higher education in this country. The study has been funded by a grant from the Carnegie Corporation of New York to the College Board.

For further information: Douglas Rhodes, Project Manager, The Open University Project, Educational Testing Service, Princeton, New Jersey 08540

40. Locating and Evaluating Materials for External Degree Programs in Management

The report deals with the assignment of a task force to plan and design a program for locating and evaluating learning materials appropriate for an external degree program in management. The report describes the system that was devised and it contains findings derived from an application of that system to the question of the feasibility of an external degree program. The review of the learning materials indicates (1) unevenness of such materials, which can influence the motivation of students to complete a prescribed course; (2) differences in the availability of materials—more available at introductory levels, less available at advanced undergraduate levels; (3) difference in quality of treatment of different subject matter; (4) difference in faculty responses to external-degree materials.

See: Fisk, G., & Mehmdi, D. *Management Research Center report to the External Degree Planning Consortium of the Policy Institute, SURC, on identification of learning materials.* Syracuse, New York: School of Management of Syracuse University, 1972 (mimeographed, 32 pp.).

SECTION IV

RELATED AND SUPPORTING SERVICES

RELATED AND SUPPORTING SERVICES

Entries Categorized by Location and Important Features

	Off-Campus Experience or Instruction	Evaluation of Achievement	Sources of Information	Counseling—Guidance	Interinstitutional Cooperation
COLORADO	2	2	2	1, 2	2
DIST. OF COLUMBIA	3				
FLORIDA					4
MARYLAND	5				5
NEW YORK	7, 9 10	8	10	6, 10	6, 10
OKLAHOMA	11				11
PENNSYLVANIA	12				
TEXAS	13, 14		14	14	13
WASHINGTON	15			15	
ONTARIO, CANADA			16		
NATIONAL	23, 24 26	17, 18 19, 20 21, 22	24, 25		

TABLE OF CONTENTS

SECTION IV

RELATED AND SUPPORTING SERVICES

Entry	Location	Page
1. Mini-College for Women	Colorado	48
2. Denver Public Library Project	Colorado	48
3. A Capital Learning Experience	District of Columbia	48
4. Miami Education Consortium	Florida	48
5. The Maryland College of the Air	Maryland	49
6. Central New York Planning Consortium for the External Degree Program	New York	49
7. Higher Education Compact	New York	49
8. The College Proficiency Examination Program	New York	49
9. The Urban Year Program of New York Theological Seminary	New York	50
10. Wyandanch College Center	New York	50
11. The Oklahoma Higher Education Televised Instruction System	Oklahoma	50
12. Proposals for Instructional Television Networks	Pennsylvania	51
13. The Association for Graduate Education and Research of North Texas	Texas	51
14. Independent Study Project, Dallas Public Library	Texas	51
15. Community Involvement Program	Washington	51
16. Metro Information Center on Continuing Education	Ontario, Canada	52
17. Advanced Placement Program		52
18. College-Level Examination Program		52
19. College Placement Tests		53
20. Comparative Guidance and Placement Program		53
21. National Occupational Competency Testing Project		53
22. Undergraduate Program for Counseling and Evaluation		54
23. American College Center for Study Abroad		54
24. Office of Library Independent Study and Guidance Projects		55
25. Office of New Degree Programs		55
26. University Year For Action		55

1. Mini-College for Women — Colorado

The Division of Continuing Education, University of Colorado, started a new program for mature women (over 25) in 1971 known as the Mini-College for Women. A person may enroll for one or two courses per semester without taking entrance examinations or filing an application. Registration, which can be accomplished by mail, in person, or by phone, is merely to reserve a space in the class.

When the student has completed 12 credits, she must request admittance as a regular degree candidate if she wants to continue. Mini-College students have access to free individual counseling and guidance from the Women's Center. In addition there are noncredit study-proficiency and listening-skills courses and library-orientation tours. Courses are scheduled in the mornings or at night. The courses offered have no prerequisites and count toward the degree requirements. The first time the program was offered, 92 students enrolled and 87 completed their courses successfully. There were 181 women registered for the spring 1972 courses.

For further information contact: Mrs. Melissa deKieffer, Program Coordinator, Mini-College For Women, Extension Division, University of Colorado, 970 Aurora Avenue, Boulder, Colorado 80302 (303) 443-2211, Ext. 6551

2. Denver Public Library Project — Colorado

The following groups are exploring a program in self-directed learning for adults, which would lead to potential credit through an examination system:

- The Adult Education Council
- Colorado Commission on Higher Education
- College Entrance Examination Board
- Colleges and Universities in the Denver-Metro area
- The Denver Public Library
- Western Interstate Commission for Higher Education

The basic intent of the program will be to (1) extend campus and public library services to persons of the general public in the Denver-Metro area who wish to continue their education beyond a post-secondary level but who are unable or unwilling to pursue study at a college or university in the traditional manner and (2) to provide the means by which these persons may receive college credit for their efforts.

The program under consideration is a cooperative effort on the part of the organizations and institutions listed above; each group is to carry a portion of the responsibility for planning and implementing the total project.

The Denver Public Library is identified as the location where the project will be carried on at the public-availability level. This facility has the materials, space facilities, and personnel that may be used by anyone with the interest and motivation to independently pursue a course of study over an extended period of time. The unique features of this program will be the emphasis on self-learning and the potential for translating that learning into credits at participating colleges.

Participating institutions of higher education in the Denver-Metro area will administer examinations to persons who feel that they are competent in an academic area and would like to receive college credit for their competence. Most of the examinations that will be used for measuring such competence will be those included in the College-Level Examination Program (CLEP), although departmental examinations may also be used. The testing portion of this project is, of course, optional; many persons may wish to participate in the self-learning part of the course solely for purposes of self-enrichment.

For further information: Henry G. Shearouse Jr., City Librarian, 1357 Broadway, Denver, Colorado 80203 (303) 266-0851

3. A Capital Learning Experience — District of Columbia

A Capital Learning Experience is an internship program combined with seminars sponsored by Mount Vernon College, ORGANIZATION::RESPONSE, and the National Student Education Fund that was offered experimentally for the first time in the summer of 1972. Undergraduate student participants work full-time as interns in government or social-action agencies. Internship assignments, paid or voluntary, carry three to six hours of credit. In addition, weekly seminars carrying three hours of academic credit are available and will be organized around a series of major themes.

For further information: Philip C. Ritterbush, Chairman, ORGANIZATION::RESPONSE, 3233 P Street, N.W., Washington, D.C. 20007 (202) 333-1866

4. Miami Education Consortium — Florida

The Miami Education Consortium (MEC) was established in 1971 by Barry College and Embry-Riddle Aeronautical University. The Consortium, which offers courses year-round in a four-term year, makes it possible for individuals to take courses in the evening hours to qualify for the degrees offered by the two participating institutions. Students may take courses in one institution to earn credits in the other. The Consortium handles the initial processing of applications for admission.

See: *Miami education consortium 1971-72 bulletin*, Miami, Florida: Miami Education Consortium, 1971 (10 pp.).

5. The Maryland College of the Air — Maryland

The Maryland College of the Air is the name of a project operated by the Maryland Center For Public Broadcasting, a statewide educational television service through which college-level courses are televised over Channel 67 (WMPB), Channel 72 in the Baltimore metropolitan area, and over Channel 28 (WCPB) on the Eastern Shore (Salisbury) of Maryland. Students may receive credit if they have registered for the course, paid the course fee, and have taken and passed the midterm and final examinations. Study guides are available to students. Credit for the courses is extended by six public community colleges, one private junior college, and two state colleges:

Catonsville Community College
Essex Community College
Dundalk Community College
Community College of Baltimore
Howard Community College
Villa Julie College
Salisbury State College
Morgan State College/University Without Walls

The program began in the fall of 1970 with four courses and was then known as the Community College of the Air. The courses to be offered in September 1972 are Personnel Management, Americans From Africa, and Fundamentals of Mathematics.

For further information: Richard W. Smith, Director, Developmental Projects, Maryland Center For Public Broadcasting, Owings Mills, Maryland 21117 (315) 356-5600

See: Cohen, J. M. Maryland's Community College of the Air. *Junior College Journal*, Oct. 1971, 42, (2), 33, 36, 40.

6. Central New York Planning Consortium for the External Degree Program — New York

The Consortium includes 15 academic institutions—public and private, two-year and four-year—in the five-county area around Syracuse, New York, as well as business and labor unions with educational interests. In mid-1973, the Consortium will establish counseling centers staffed by "Learning Consultants" trained to assist people interested in external or other new degree opportunities keyed to independent study and competency-based criteria for learning. They will provide an educational diagnostic and referral service; will design external study programs tailored to individual needs using all traditional and non-traditional educational resources; will assess academic learning previously achieved in the classroom, on the job, and in the community; will validate the academic value of learning opportunities in proprietary institutions, inhouse corporate courses, trade union apprenticeships, and training programs of professional associations.

For further information: Mr. Francis U. Macy, Executive Director, Central New York Planning Consortium for the External Degree Program, 109 Roney Lane, Syracuse, New York 13210 (315) 477-8425 or 477-8430

7. Higher Education Compact — New York

The Higher Education Compact has been organized to provide off-campus programs in New York City for qualified undergraduate students from any accredited college or university in America. Beginning January 1974, four programs, each four months long, have been planned in:

The Visual and Performing Arts
The Information and Persuasion Industry
Urban Studies
An Introduction to Urban Social Services

The Compact will recommend a semester's credit to the student's home institution. The Compact will not grant credit itself.

Students will enroll in a single program only, and each program is under the direction of a permanent New York City faculty. A flow of outstanding consultants and resource faculty will contribute continuously to each program. New York City itself will be considered the campus. Students will alternate between its studios, agencies, activities, and their own discussion groups. Programs are designed primarily for those not intending to become specialists in the subject matter of the program. Preprofessionals, however, will be welcomed to enroll. Each of the programs will have a campus coordinating committee made up of faculty from a number of colleges and universities.

For further information: Dr. Sumner Hayward, President, Higher Education Compact, Suite 24 P, 142 West End Avenue, New York City, New York 10023 (212) 362-6505

8. The College Proficiency Examination Program — New York

The College Proficiency Examination Program was established by the New York Board of Regents to enable individuals to obtain college credit or other educational advantages by means of examinations without formal classroom preparation. The examinations are offered twice a year in over a dozen test centers throughout New York State.

In topics covered and objectives measured, the examinations parallel courses offered in colleges and universities in New York State and are prepared under the guidance of faculty members from these institutions. The examinations vary in format and may include

multiple-choice, short answer, and essay and problem questions. Most are three hours in length.

Most New York State institutions will award course credit for acceptable performance on the tests. The College Proficiency Examinations also may be used to meet all requirements for the New York Regents Associate in Arts degree as well as the general education requirements for the Regents' other external degrees, the Bachelor of Business Administration and the Associate in Applied Science in Nursing. In addition, a number of the tests are accepted for teacher certification requirements.

Examinations are presently available in:

- Accounting
- African and Afro-American History
- American History
- European History
- Freshman English
- Shakespeare
- American Literature
- History of American Education
- Philosophy of Education
- Educational Psychology
- Reading Instruction
- Earth Science
- Biology
- Psychiatric/Mental Health Nursing
- Maternal/Child Nursing (baccalaureate)
- Maternal/Child Nursing (associate)
- Fundamentals of Nursing
- Medical/Surgical Nursing
- Applied Music
- French
- German
- Italian
- Russian
- Spanish
- Health I (personal health—physical aspects)
- Health II (personal health—emotional social aspects)
- Health III (public-environmental health)

For further information: The College Proficiency Examination Program, New York State Education Department, Albany, New York 12224 (518) 474-3703

9. The Urban Year Program of New York Theological Seminary — New York

Under this program, students from other seminaries register at New York Theological Seminary and participate in a special learning community for one year. Eight to twelve students with a faculty advisor constitute the learning community. Each student is employed in a church, social agency, or action group where he or she is engaged in ministry. Students return to their seminaries to complete their work and obtain their degrees. The program is for one full year of Master of Divinity credit.

For further information: Urban Year Program Registrar, New York Theological Seminary, 235 East 49th Street, New York, New York 10017 (212) 355-4434

10. Wyandanch College Center — New York

Initially funded under the New York Higher Education Opportunities Program in 1969 but now part of the State University of New York's special opportunity program, the Wyandanch College Center (one of six in the state) provides tuition free higher education for economically and educationally disadvantaged persons. It offers a transition year from high school to college for young people and assistance for adults to enter or reenter higher education. The Center provides a basic freshman-level curriculum in liberal arts, plus remedial work in math, writing, and reading. Special courses aimed at eliminating barriers to continuing education are available. The Center also provides tutoring, counseling, and financial assistance for books and transportation.

The State University College at Old Westbury along with the State University of New York at Stony Brook, the Farmingdale Agricultural and Technical Institute, Suffolk Community College, Dowling College, Hofstra University, and the local school system in Babylon, New York, organized the Center. Faculty are drawn from the staffs of the above-named colleges. Classes are conducted four evenings per week in the local junior-senior high school. Statistics on an early class showed three quarters of the students were over 21, 40 percent over 40, 80 percent black, 1 male to 2 female.

Of 5,000 students enrolled in the six cooperative college centers in June 1971, approximately 900 transferred to two- and four-year colleges.

See: Ziegler, J. M. You mean the Wyandanch College? *Change*, June 1972, 48-52.

11. The Oklahoma Higher Education Televised Instruction System — Oklahoma

The Oklahoma Higher Education Televised Instruction System was established by the Oklahoma State Regents For Higher Education, and it links, via closed-circuit television, the University of Oklahoma, The University of Oklahoma Medical Center, Oklahoma State University, the University of Tulsa, Central State University, Northeastern State College, and Oscar Rose Junior College to enable them to coordinate their efforts in providing college-level education opportunities for business and industrial personnel and for their own on-campus students. In 15 communities linked to the educational institutions via the network, receiving classrooms have been established at business, industrial and/or educational sites. Twenty-two courses were offered in the fall of 1971, the first term of full operation. The number of courses offered grew to 41 for the spring term, which was the second term of operation, and presently 60 courses are scheduled for the fall of 1972.

For further information: Stuart A. Bush, Director, Televised Instruction Program, 118 State Capitol, Oklahoma City, Oklahoma 73105 (405) 521-2444

12. Proposals for Instructional Television Networks — Pennsylvania

A proposal dated April 1971 provides for Drexel University to establish an Instructional Television Network (ITV) that would link the university with industrial and governmental units in the Philadelphia, Pennsylvania area for the purpose of providing business management, engineering, and other degree credit and noncredit instructional programs. One possible application of the network would be to facilitate the attainment of master's degrees in business and engineering by full-time employed adults. Courses would be carried live by closed-circuit television from the campus classrooms to industrial sites. The arrangement includes a talk-back feature that would permit students at remote locations to question and to participate in campus classroom discussions.

The development of similar systems is in progress at a number of other institutions including Cornell University, Rensselaer Polytechnic Institute, University of Bridgeport, University of California—Davis, University of Houston, University of Illinois—Chicago Circle, University of Maryland, University of Minnesota, University of Pennsylvania, University of Rochester, and the University of Southern California

For further information: Albert J. Morris, President, Genesys Systems, Inc., 1054 East Meadow Circle, Palo Alto, California 94303 (415) 321-3650

13. The Association for Graduate Education and Research of North Texas (TAGER) — Texas

TAGER is a nonprofit educational consortium that has joined nine colleges and universities in North Texas and several industrial firms through a closed-circuit television network to strengthen higher education in the region. Television cameras in originating classrooms of all TAGER institutions permit live credit courses to be distributed to receiving classrooms at all other institutions or industrial locations. Talk-back features permit students at all remote classrooms to participate directly in the class, to ask questions, or to participate in discussions essentially in a live classroom mode. The network is also used for a variety of other related educational activities, such as distribution seminars, conduct of short courses or workshops and administrative and planning meetings, and interchange of computer data among the institutions.

In the fall of 1971, 39 undergraduate courses were offered, 12 courses were available at either the undergraduate or graduate level, and 59 courses were open only to graduate students. Pending actual fall 1972 course enrollments, TAGER currently is proposing to offer 104 credit courses for the coming academic term.

The institutional participants are: Austin College, Bishop College, Dallas Baptist College, Southern Methodist University, Texas Christian University, Texas Wesleyan College, The University of Texas at Dallas, The University of Texas Southwestern Medical School, and the University of Dallas.

For further information: Mr. R. C. Peavey, Executive Director, TAGER, Post Office Box 30365, Dallas, Texas 75230 (214) 231-7211

14. Independent Study Project, Dallas Public Library — Texas

This is a study of the effectiveness of the public library as a center for independent study for purposes of self-enrichment and or preparation for examinations for college-course credit offered by the College-Level Examination Program (CLEP). The project is funded for a two-year period by the National Endowment for the Humanities, the Council on Library Resources, and the College Entrance Examination Board. The Dallas public libraries serve as information, resource, and advisory centers for adults interested in self-education. Special information and resources available are CLEP materials, bulletins and slide-tapes on local colleges and universities, and study guides reading lists in subject areas prepared by Southern Methodist University faculty. Workshops in subject areas are presented by members of the University faculty. The project also serves as a catalyst to motivate business and industry to encourage employees to undertake independent study.

For further information: Mrs. Jean Brooks, Project Director, 1954 Commerce, Dallas, Texas 75201 (214) 748-5256

15. Community Involvement Program — Washington

This is a project designed to establish a Community Involvement Center on each community college campus in the State of Washington, as well as a State Coordinating Office to serve all of these centers. The interest is to develop and implement a model that could be used elsewhere in the country as well. The Community Involvement Centers are intended to function as on-campus agencies where students can be directed to project-oriented studies in the community as well as the contact through which the community can draw upon the resources of the college.

The centers would provide faculty orientation and training, supervise and evaluate community projects, develop policies and procedures for the award and transferability of academic credit, provide informational materials about the community and its needs, maintain a catalog of placement of students in projects, assist students in relating their skills and interests to projects, and maintain records of students' involvement in community projects. The State Coordinating Office would create project placement for students, provide

the college centers with project openings, develop common procedures for all participating colleges on matters of orientation, supervision, training, and evaluation. The project will run from 1971 through 1972.

For further information: Gerald A. Vaughan, Project Leader, Tacoma Community College, Tacoma, Washington 98465 (206) 564-7200

16. Metro Information Center on Continuing Education — Ontario, Canada

The Toronto Metro Information Center on Continuing Education gathers information on educational opportunities in the Toronto area. Its first effort was to publish a directory listing courses, the offering organizations, locations, schedules of courses, fees, and prerequisites. It covers courses offered by nonprofit institutions that are open to the general public and that contain both continuing, and some element of structured, learning. The Center is developing a computer-based data bank of continuing educational resources that will enable it to prepare a variety of directories and listings for various publics.

See: Ross, D. E. *Instant information on continuing education in Metro.* Toronto, Canada: Metro Information Center on Continuing Education, February 1970 (11 pp.).

17. Advanced Placement Program

The College Entrance Examination Board offers the Advanced Placement Program to enable able students to do college-level work in secondary school and, subsequently, to demonstrate their readiness for courses more advanced than those usually studied in the freshman year of college. The examinations are based on college-level courses described for teachers in a series of publications called *Advanced Placement Course Descriptions.* Secondary schools provide the instruction, order the necessary examination materials, collect the examination fees, and administer the examinations in May as scheduled by the College Board. Educational Testing Service reports examination grades to the candidate, to his secondary school, and to the college he plans to attend. The students' examination papers are also sent to the colleges. College and university policies in granting credit or placement are published in *College Advanced Placement Policies, 1972.*

All examinations, except the two in art, include both essay and objective questions. In the examination procedure, use is made of taped stimulus materials, 35-millimeter slides and color prints, taped student responses, and listening comprehension exercises where appropriate. In Studio Art a portfolio of the student's work is assessed; History of Art contains essay sections only. Examinations are offered in the following fields:

American History
History of Art
Studio Art
Biology
Chemistry
Classics
English
European History
French Language
French Literature
German
Mathematics
Music
Physics
Spanish

For further information: Advanced Placement Program, College Entrance Examination Board, 888 Seventh Avenue, New York, New York 10019 (212) 582-6210

18. College-Level Examination Program

The College-Level Examination Program (CLEP) was established by the College Entrance Examination Board as a national program of credit-by-examination to enable anyone, no matter when, where, or how he has learned, to demonstrate and gain recognition for his college-level achievement. People taking the CLEP examinations may have learned through formal courses, correspondence study, television or radio courses, on-the-job training, or other forms of independent study.

The Program may also help students already enrolled in college who wish to transfer from one collegiate institution to another. In addition, some colleges encourage independent study and recognize the examinations as an alternate route for meeting course requirements. The services of CLEP are also available to employers, professional licensing agencies, and other groups that are willing to recognize college equivalency on the basis of competency demonstrated by means of the examinations. All or partial requirements for the New York Regents or the New Jersey Thomas A. Edison College degrees can be met through CLEP. (See Section 1, Nos. 14 and 18.)

The examinations are administered each month at test centers located on college campuses throughout the United States. The test centers are open to all who want to take the tests—whether enrolled at that college or not. CLEP scores the examinations and reports the results to the candidate and to whomever else the candidate designates. Transcripts of the results can be obtained for five years following the date of testing.

The program offers both General Examinations and Subject Examinations. The General Examinations measure an individual's achievement in five basic liberal arts areas:

English Composition
Humanities
Mathematics
Natural Sciences
Social Sciences/History

The General Examinations are not based on particular curriculums; their content is similar to that of subjects commonly included in the curriculum required of most students during the first two years in college.

The Subject Examinations, designed to measure achievement in specific college courses, are 90-minute objective tests. Most include a separate 90-minute optional essay section that is graded by the institution receiving the score. The following Subject Examinations are currently available:

American Government
American History
American Literature
Analysis and Interpretation of Literature
Biology
Clinical Chemistry
College Algebra
College Algebra-Trigonometry
Computers and Data Processing
Educational Psychology
Elementary Computer Programming: Fortran IV
English Composition
English Literature
General Chemistry
General Psychology
Geology
Hematology
History of American Education
Human Growth and Development
Immunohematology
Introduction to Business Management
Introductory Accounting
Introductory Business Law
Introductory Calculus
Introductory Economics
Introductory Marketing
Introductory Sociology
Microbiology
Money and Banking
Statistics
Tests and Measurements
Trigonometry
Western Civilization

An additional Subject Examination is currently under development in Afro-American History.

For further information: College-Level Examination Program, College Entrance Examination Board, 888 Seventh Avenue, New York, New York 10019 (212) 582-6210

19. College Placement Tests

The College Placement Tests of the College Entrance Examination Board are designed to aid colleges in placement and guidance decisions by making available for on-campus administration recent editions of the Achievement Tests of the College Board Admissions Testing Program. The following tests are available:

American History and Social Studies
Biology
Chemistry
English Composition
European History and World Cultures
German
Greek
Hebrew
Italian
Latin
Russian
Spanish
Literature
Mathematics, Intermediate
Mathematics, Advanced
Mathematics Level I
Mathematics Level II
Physics
Spatial Relations

The tests are rented and administered at the convenience of the institution. Normally, institutions score their own answer sheets, although they can be scored by the College Board for an extra fee.

For further information: College Placement Tests, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 *or* Box 1025, Berkeley, California 94701

20. Comparative Guidance and Placement Program

The Comparative Guidance and Placement Program (CGP) of the College Entrance Examination Board is offered to help two-year colleges and vocational-technical institutes and their entering students make decisions about curricular choice and course placement. The program also provides institutions with summary reports about students (including normative data based on both local and national groups) and follow-up studies that serve as a basis of evaluation and research.

A comprehensive battery of inventories and tests may be administered by the institution at its own convenience. The battery, which requires approximately 3½ hours to administer, consists of a biographical questionnaire, an interest inventory, a test in reading comprehension and word meaning, a test in sentence-error recognition, three alternative mathematics tests (a computation applied arithmetic option, a computation elementary algebra option, and an elementary-intermediate algebra option), and tests of inductive reasoning, following directions, and perceptual speed and accuracy.

Educational Testing Service scores the battery and provides both the student and the institution with reports that contain test scores, percentile ranks, and predictive forecasts of the student's likely level of academic achievement in various curricular programs and in specific English and mathematics courses. These forecasts are based on the results of validity analyses (previously completed for participating institutions at no cost to them). The Student Report also contains the student's responses to questions in the biographical inventory, which relates to his need for help in various areas such as study skills and finding employment, as well as providing information useful in determining which students may need some form of financial support in meeting educational costs. The interest inventory assesses a student's interest in various curricular areas as compared with that of other students who have taken CGP.

Information collected through participation in CGP accumulates to generate guidance and placement data of increasing usefulness to the two-year institution and its students.

For further information: Comparative Guidance and Placement Program, College Entrance Examination Board, 888 Seventh Avenue, New York, New York 10019 (212) 582-6210

21. National Occupational Competency Testing Project

A consortium of states has been formed to develop tests designed to measure the occupational competency of prospective vocational education teachers and to establish a system for the administration of such tests. The

plans include the development of written and performance tests in the following occupations: airconditioning, airplane mechanic, auto mechanic, auto body repair, diesel engine repair, small engine repair, carpentry, cabinet making and mill work, electrical installation, masonry, plumbing, sheet metal work, architectural draftsman, mechanical draftsman, industrial electrician, communications electronics, industrial electronics, quantity food cooking, printing, welding, machine trades, cosmetology, appliance repair, civil technology, and mechanical technology.

The project is funded by the U. S. Office of Education through the Graduate School of Education at Rutgers University. Dr. Carl Schaefer of Rutgers University, Dr. Richard Nelson of the California State Education Department, Dr. Melvin Barlow, Graduate School of Education, UCLA, and Dr. C. Thomas Olivo, School of Education, Temple University are the principal investigators. Dr. Olivo is also Project Director. Dr. Adolph Panitz is Associate Director.

For further information: National Occupational Competency Testing Project, Plaza Seven Office Building 1202, Route 7, Latham, New York 12110 (518) 785-1524

22. Undergraduate Program for Counseling and Evaluation

To provide college faculty with measures of the success and effect of their curricular and instructional efforts, the Undergraduate Program (UP) offers 35 examinations and special scoring services. The examinations (developed by a "national faculty" of test committees and consultants) can be used to measure student progress toward general educational goals or the achievement of some degree of specialization in a particular field of study. The program replaced the Graduate Record Examinations—Institutional Program in October 1969.

Offerings include Field Tests, Modular Tests, Area Tests, and an Aptitude Test. The two-hour Field Tests, designed to measure a student's progress in his major field of study, are useful both for academic counseling and for senior comprehensives. They are the UP counterparts to the Graduate Record Examinations Advanced Tests. The 45-minute Modular Tests are more specialized complements to the appropriate Field Tests. Area Tests in Social Science, Humanities, and Natural Science are most helpful at the beginning of the freshman year and at the end of the senior year as a measure of general intellectual growth; each of the three Area Tests is 60 minutes in length. The 90-minute Aptitude Test yields two scores, Verbal Ability and Quantitative Ability, and is useful as a measure of general academic ability or as a predictor of performance on the Aptitude Test of the Graduate Record Examinations.

The examinations are available on a rental basis for administration to enrolled students on dates selected by the colleges. Scaled scores are reported on the Graduate Record Examinations Undergraduate Program (GRE UP) scale. When tests and answer sheets are returned to Educational Testing Service for scoring, reports sent to colleges include alphabetical score rosters, individual score reports, a summary distribution of scores for each test, and tables of interpretive data. Scoring options include summaries of individual and group responses for each question. This information is available for each test on computer report forms, punched data cards, and magnetic tape. The Area Tests and some Field Tests are available also on a local-scoring basis.

Field Tests are available in the following subject-matter areas:

Art History
Biology
Business
Chemistry
Drama and Theatre
Economics
Education
Engineering
French
Geography
Geology
History
Literature
Mathematics
Music
Philosophy
Physical Education
Physics
Political Science
Psychology
Scholastic Philosophy
Sociology
Spanish
Speech Pathology and Audiology

Modular Tests are currently available in the following specialized fields:

Abstract Algebra
Linear Algebra
Real Analysis I
Real Analysis II
Aural Music
European and American Literature

Area Tests are offered in the following broad areas of the liberal arts:

Humanities
Natural Science
Social Science

For further information: Director, Undergraduate Program, Educational Testing Service, Princeton, N. J. 08540 (609) 921-9000

23. American College Center for Study Abroad

The Center, established in 1971, is a nonprofit organization designed to assist colleges and universities in providing opportunities for students to study abroad. Among the services available to colleges through the center are consultation in program planning and information about travel-study agencies, their services, accommodations, and facilities. Individual accredited colleges obtain the services of the Center through institutional membership.

For further information: Ronald N. Brizzee, Director, American College Center For Study Abroad, 80 East Crystal Avenue, Salt Lake City, Utah 84115 (801) 484-2021

24. Office of Library Independent Study and Guidance Projects

In August 1972, the College Entrance Examination Board established the Office of Library Independent Study and Guidance Projects with the support of funds from the U. S. Office of Education, the Council on Library Resources, and the National Endowment for the Humanities.

The Office of Library Independent Study and Guidance Projects offers the following services:

- National leadership directed at guiding public libraries to becoming a central organizing force for the non-traditional approach to higher education
- Consultation to local systems needing aid in designing and implementing advisory services
- Workshops for libraries to provide information about community needs and the library's key role in alleviating needs
- Information and data assembly and dissemination about what other libraries are doing, how their programs are developing, how the community is reacting to the service, what has happened to adults utilizing the services
- Assistance in effecting cooperation and close working relations between colleges, universities, and public libraries
- Training materials including a manual for librarians on how to provide information and help to students interested in independent study
- Publicity materials such as posters, leaflets, radio and TV tapes, newspaper and magazine ads
- Evaluative and research services to include assistance to local systems in designing and conducting studies

For further information: Jose A. Toro, Director, Office of Library Independent Study and Guidance Projects, College Entrance Examination Board, 888 Seventh Avenue, New York, New York 10019 (212) 582-6210

25. Office of New Degree Programs

The Office of New Degree Programs (ONDP), established in July 1971, is a joint activity of the College Entrance Examination Board and Educational Testing Service. The Office, which works closely with the Commission on Non-Traditional Study chaired by Samuel B. Gould (see entry 27, Section III), offers the combined resources of the Board and ETS to serve colleges, universities, and other organizations interested in broadening educational opportunity through the development of alternative degree programs. The Office facilitates access to, and use of, existing programs of the Board and ETS, including examinations and related services such as test administration, scoring transcripts, and reporting services. (Entries having to do with College Board or ETS programs most directly related to some of the emerging degree programs are to be found on pages 52 to 55 of this section.) The Office is also prepared to help colleges and universities developing new degree programs to identify needs for new instruments and services.

Colleges, universities, and other degree-granting agencies that have new programs under consideration may use the Office's advisory and counsulting services. Consultation will be available to governmental departments and business enterprises that offer instruction at the college level. Agencies or institutions planning or implementing programs that require evaluation should bring their needs to the attention of the Office.

The Office of New Degree Programs, which until July 1972 was the Office of External Degree Plans, compiles and makes available relevant information and research findings. One of its earliest reports was *An Inventory of External Degree Programs and Proposals* (March 1971 and May 1971), which was followed by *External Study For Post-Secondary Students: A Brief Annotated Bibliography* (March 1972 and August 1972). The Office maintains a mailing list for those interested in its reports.

Activities of ONDP are co-directed by John R. Valley of Educational Testing Service and Fred A. Nelson of the College Entrance Examination Board.

For further information: Individuals, institutions, and agencies east of the Mississippi, please write or telephone: John R. Valley, Co-director, Office of New Degree Programs, College Entrance Examination Board, 888 Seventh Avenue, New York, N. Y. 10019 (212) 582-6210.

Individuals, institutions, and agencies west of the Mississippi, please write or telephone: Fred A. Nelson, Co-director, Office of New Degree Programs, College Entrance Examination Board, Western Regional Office, 800 Welch Road, Palo Alto, California 94304 (415) 321-5211.

26. University Year For Action

University Year For Action began in 1971 at 10 colleges and universities. Planning grants were given to an additional group of 18 institutions later in the year. The original participants included: University of Massachusetts at Boston and Amherst, University of Nebraska at Lincoln and Omaha, Pepperdine College, University of Colorado at Boulder, University of Wisconsin-Green Bay, Morgan State College, Federal City College, Howard University, Western Washington State, Eastern Washington State. Under this program, ACTION, the federal volunteer service agency, enters into partnership with educational institutions and low-income community groups. Funds from ACTION pay volunteer allowances, and salaries, travel, and other direct costs incurred by the institution or community

group entering the program. The program differs from VISTA in that the college awards full academic credit to students for full-time work in the community, enabling a student to maintain normal progress toward a degree. In addition, the college makes available institutional resources (research resources, computer facilities, and so on). Each student volunteer receives an average of $250 per month to cover his living expenses. During the first year, the majority of students were juniors although there were significant numbers of seniors and graduate students. Almost 40 percent of the students were members of minority groups.

For further information: Jerry M. Brady, Director, University Year For Action, 806 Connecticut Avenue, N.W., Washington, D.C. 20036 (202) 382-8901